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SCHOOL YEAR 1948-1949

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DEPARTMENT OF ARCHITECTURE

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SOCIETIES COOPERATING

THE BULLETIN OF THE
BEAUX-ARTS INSTITUTE OF DESIGN
 FEBRUARY 1949 VOLUME XXV NUMBER TWO SCHOOL YEAR 1948-1949

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DEPARTMENT OF ARCHITECTURE—1948-1949—FIFTY-SIXTH SCHOOL YEAR

AUTHOR — Program issued and completed in any
Five consecutive weeks between — October 25, 1948-December 20, 1948
Judgment will be held in the week of—January 4-8, 1949

JURY OF AWARD — JANUARY 4, 1949

CLASS C PROBLEM II — A NURSERY UNIT OF A SCHOOL

Author—Howard Moise, Berkeley, Calif.

CHARLES W. BEESTON

CARL C. BRAUN

Mr. Howard Moise is a graduate of Harvard and the Harvard School of Architecture. During the late 1920's and early 1930's he was a junior member of the firm of Jas. Gamble Rogers, Inc., and while associated he worked on the Columbia Presbyterian Medical Center, addition to the Taft School at Watertown, Conn., and on the planning and design of the new campus for the Colgate-Rochester Divinity School. His current work is largely residential. He is a member of the faculty of the School of Architecture of the University of California, Berkeley. He is a member of the National Committee on Housing, New York, and was formerly a member of the Board of Directors of the San Francisco Plan and Housing Association, and a past president of the California Housing and Planning Association.

The purpose of this problem is the study of one relatively large single element and a number of smaller related ones, on one floor level, with equal emphasis on plan, section, and elevation. This problem is concerned with the nursery unit attached to an existing elementary school and is to provide for thirty children.

The existing school has its axis running east and west and lies to the north of the site available for the nursery unit. The site may be assumed to be level and adequate in extent to accommodate the areas called for. The nursery unit is to be a detached building, connected to the existing school by an enclosed passageway.

Administration, health unit, kitchen and utilities are provided for in the existing school and are not a part of this problem.

The largest and most important element in the nursery unit will be the Indoor Play Room. It should be sunny, and, insofar as possible, should reflect the child's small stature and near-the-earth viewpoint.

Requirements:

1. Indoor Play Room, 900 to 1000 sq. ft., including locker alcoves, containing 30 lockers, each 10" x 14" x 42" high for children's wraps. This room to have ample light, built-in storage for toys, blocks, books, records, etc.; tables and chairs for play and eating; record playing facilities.

2. Sleep Room, to provide for 30 cots, 24" x 54", permanently in place. Blanket storage. Partial screening of beds is desirable.

3. Children's Toilet Room (one for both sexes, no stall partitions), 2 junior toilets, 1 junior urinal, 3 junior lavatories, 1 counter-height shower bath, 30 towel hooks, should be directly accessible from (1) and (5) or (6).

4. Teacher's Work Center, about 80 sq. ft., sink, counter, storage cupboard. Visibility important (supervision must go on!). Adjoining this space will be the teacher's private toilet and lavatory.

5. Outdoor Play Space, 7000 to 9000 (300 sq. ft. per child optimum), fenced in.

6. Semi-sheltered Play Space, 500 to 600 sq. ft. of covered outdoor space; adjacent to (1) and (5).

7. An Observation Room, 40 sq. ft., with one-way vision window looking into the Indoor Play Room. The Observation Room must be directly accessible from the enclosed passage.

REQUIRED DRAWINGS: (Size 31" x 40" inclusive of 1/2" border on all sides)

Plan at the scale of 1/8" to the foot.

South elevation at the scale of 1/4" to the foot.

Section taken through Indoor Play Room, at the scale of 1/8" to the foot.

NOTE: A record of the dates selected for this problem by each supervisor and school must be forwarded to the Beaux-Arts Institute of Design as soon as determined.

The text of all programs must be kept confidential before they are issued.

Final drawings shall have a half inch unrendered border on all sides.

Drawings will be eliminated from the judgment for infringements of the following:

- (a) Violation of requirements, or failure to pay the registration fee.
- (b) Indefinite, illegible or insufficient indication of the solution of the problem in the final drawing.
- (c) Omission or variation from the fixed requirements of the program.
- (d) Failure to indicate the identifying elements as may be called for in any program.

Failure to comply with the requirements as stated in the Circular of Information for 1948-1949 shall exclude drawings from judgment. Copy will be sent on request.

BEAUX-ARTS INSTITUTE OF DESIGN

115 East 40th Street, New York 18, N. Y.

DEPARTMENT OF ARCHITECTURE—1948-1949—FIFTY-SIXTH SCHOOL YEAR

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REQUIRED DRAWINGS: (Size 31" x 40" inclusive of $\frac{1}{8}$ " border on all sides)
Plan at the scale of $\frac{1}{8}$ " to the foot.
South elevation at the scale of $\frac{1}{4}$ " to the foot.
Section taken through Indoor Play Room, at the scale of $\frac{1}{8}$ " to the foot.

The purpose of this problem is the study of one relatively large single element and a number of smaller related ones, on one floor level, with equal emphasis on plan, section, and elevation. This problem is concerned with the nursery unit attached to an existing elementary school and is to provide for thirty children.

The existing school has its axis running east and west and lies to the north of the site available for the nursery unit. The site may be assumed to be level, and adequate in extent to accommodate the areas called for. The nursery unit is to be a detached building, connected to the existing school by an enclosed passageway.

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NOTE: A record of the dates selected for this problem by each supervisor and school must be forwarded to the Beaux-Arts Institute of Design as soon as determined.
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Final drawings shall have a half inch unnumbered border on all sides.
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CLASS C PROBLEM II
A NURSERY UNIT OF A SCHOOL
AUTHOR - HOWARD MOISE, BERKELEY, CALIF.

JURY OF AWARD - JANUARY 4, 1949

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LAYTON SCHOOL OF ART, ARCHTL. ATELIER
OKLAHOMA AGRIC. & MECH. COLLEGE
THE RICE INSTITUTE
T SQUARE CLUB OF PHILADELPHIA

UNIVERSITY OF ILLINOIS, URBANA
UNIVERSITY OF ILLINOIS, NAVY PIER, CHI.
UNIVERSITY OF NOTRE DAME
UNIVERSITY OF PENNSYLVANIA
WESTERN RESERVE UNIVERSITY,
CLEVELAND

REPORT OF THE JURY - By CARL C. BRAUN

THE JURY FELT THAT THE PROBLEMS WERE WELL STUDIED AND PRESENTED, WHICH IS SUBSTANTIATED BY A SUMMARY OF AWARDS WITH WELL ABOVE THE AVERAGE NUMBER OF HIGH GRADES.

THE POINTS THAT CAUSED THE MOST DIFFICULTY WERE - QUOTING FROM THE PROGRAM:
"THE PURPOSE OF THIS PROBLEM IS THE STUDY OF ONE RELATIVELY LARGE SINGLE ELEMENT AND A NUMBER OF SMALLER RELATED ONES. THE LARGEST AND MOST IMPORTANT ELEMENT IN THE NURSERY UNIT WILL BE THE INDOOR PLAY ROOM.

"THE CHILDREN'S TOILET ROOM SHOULD BE DIRECTLY ACCESSIBLE FROM INDOOR PLAY-ROOM AND OUTDOOR PLAY SPACE OR SEMI-SHELTERED PLAY SPACE.

"TEACHER'S WORK CENTER VISIBILITY IMPORTANT (SUPERVISION MUST GO ON!)"

IT WAS RARE TO FIND ALL THE ABOVE REQUIREMENTS PROPERLY FULFILLED IN ANY ONE OF THE SUBMISSIONS. MANY BECAME UNNECESSARILY COMPLICATED IN ORDER TO ATTAIN SOME ONE OF THE FEATURES. THE TWO ELEMENTS THAT APPEARED TO CAUSE THE MOST DIFFICULTY WERE THE TEACHER'S WORK CENTER, WHICH WAS REQUIRED TO PROVIDE SUPERVISION, AND THE LOCATION OF THE TOILET ROOM SO THAT IT WAS READILY ACCESSIBLE FROM THE INDOOR PLAY ROOM AND THE OUTSIDE PLAY AREAS. SOME PLAY AREAS WERE POORLY ORIENTED, AND, IN SEVERAL CASES, THEY WERE LOCATED BETWEEN THE NURSERY UNIT AND THE MAIN SCHOOL BUILDING. THE SLEEPING AREA SHOULD HAVE BEEN WELL

VENTILATED AND PROVIDED WITH EASY MEANS FOR THE CONTROL OF LIGHT. THIS, OF COURSE, SHOULD HAVE RESULTED IN DIFFERENT EXPRESSIONS IN ELEVATION FOR THE SLEEPING AREA AND THE PLAYROOM.

ALTHOUGH IT WAS NOT SPECIFICALLY STATED IN THE PROGRAM, THE JURY FELT THAT AN EASY CIRCULATION FROM ONE AREA TO ANOTHER WAS HIGHLY DESIRABLE.

THE PROBLEM SUBMITTED BY W.L.WINCHELL, UNIVERSITY OF PENNSYLVANIA - FIRST MENTION PLACED, WAS OUTSTANDING BECAUSE OF HIS UNDERSTANDING OF THE CONDITIONS OF THE PROGRAM. THE PLAN FULFILLS THE REQUIREMENTS DIRECTLY AND WITHOUT COMPLIATION. HIS USE OF MATERIALS, AS INDICATED IN PLAN AND ELEVATION, IS WELL THOUGHT OUT. THE TOILET ROOM IS LOCATED SO AS TO BE READILY ACCESSIBLE FROM BOTH THE INTERIOR AND EXTERIOR OF THE BUILDING. THE WORK SPACE WOULD HAVE EXCELLENT SUPERVISION OF BOTH INDOOR AND OUTDOOR AREAS. THE INDOOR PLAY ROOM IS LIGHT AND AIRY; IT IS WELL ORIENTED AND WOULD BE CONDUCTIVE TO SOCIABILITY. THE LOCKER AND WORK AREAS ARE SO ARRANGED THAT THEY EXTEND THE SIZE OF THE PLAYROOM, AND THE CIRCULATION IS ADEQUATE FROM ONE ELEMENT TO ANOTHER. THE OBSERVATION ROOM IS EASILY ACCESSIBLE FROM THE CORRIDOR AND WOULD ALLOW PARENTS TO ENTER WITHOUT BEING OBSERVED BY THE CHILDREN. THE SLEEP ROOM HAS GOOD CROSS VENTILATION; THE WINDOW AREAS ARE SMALL AND THE AMOUNT OF LIGHT COULD BE EASILY CONTROLLED TO INDUCE SLEEP. IT IS INTERESTING TO NOTE THE SIMPLE DIRECTNESS OF THE PLAN AND THE BUILDING, FOR WHILE SIMPLICITY WAS NOT EXPLICITLY A REQUIREMENT OF THE PROGRAM AND WAS NOT A BASIS FOR GRADING THE PROBLEMS, IN ACTUALITY A BUILDING OF THIS TYPE WOULD BE VERY LOGICAL AND REASONABLY ECONOMICAL TO CONSTRUCT.

J. ROSS WEAR, UNIVERSITY OF ILLINOIS - FIRST MENTION PLACED: IT IS INTERESTING TO COMPARE THE SIMILARITY OF THE PLAN OF THIS PROBLEM WITH THAT OF WINCHELL ALTHOUGH FROM DIFFERENT SCHOOLS, THE ARRANGEMENT OF ELEMENTS IS ALMOST IDENTICAL. THIS SOLUTION PROVIDES SOMEWHAT BETTER SUPERVISION FROM THE WORK AREA IN THAT CONTROL OF THE SLEEP ROOM IS POSSIBLE. THE OTHER ELEMENTS ARE WELL WORKED OUT AND WELL ORIENTED.

IT WAS THE FEELING OF THE JURY THAT IT IS BEST NOT TO OVERDO THE USE OF GLASS AREAS, AND, CERTAINLY IN A PLAY ROOM, IT IS NOT VERY PRACTICAL TO CARRY THE GLASS TO WITHIN A FEW INCHES OF THE FLOOR.

THE FOUR FIRST MENTIONS, SELECTED FOR PUBLICATION FROM THE TWENTY-ONE AWARDED, WERE CHOSEN BECAUSE THEY INDICATE THE GENERAL TREND OF THE DIFFERENT SCHEMES PRESENTED. IT IS INTERESTING THAT THREE OF THESE, FROM THE UNIVERSITY OF ILLINOIS, NAVY PIER, CHICAGO, ARE VERY DIFFERENT IN CHARACTER AND INDICATE REAL INITIATIVE ON THE PART OF THE STUDENTS, AND THE TYPE OF INSTRUCTION WHICH DEVELOPS ORIGINALITY.

SUMMARY OF AWARDS:

2	FIRST MENTION PLACED	21	FIRST MENTION	229	MENTION	150	NO AWARD
		402	TOTAL SUBMITTED				

ATELIER HOLABIRD, ROOT & BURGEE: MENTION- J.A.ARNOLD, H.C.CARROLL, J.CASSERLY, B.ZAJICEK, D.ZAGER.

LAYTON SCHOOL OF ART, ARCHTL. ATELIER: MENTION- E.DEMBECK, R.RAPPL.

OKLAHOMA AGRIC. & MECH. COLLEGE: FIRST MENTION- J.MILBURN, C.W.SANDERS.

MENTION- T.COLE, W.H.HARDWICK, R.HOPE, C.HUTCHINS, R.J.LONG, B.NELSON,
L.G.OST, S.POPE, R.L.ROBINSON, C.SELIG, H.STEINBERG, J.R.THOMAS,
J.E.THOMPSON, G.U.VENABLE.

THE RICE INSTITUTE: FIRST MENTION- R.M.BRADBURY, H.C.HOOVER, C.G.WALTON.

MENTION- E.C.JAHN, C.LOWE, R.J.MINCHEW, A.NEWTON, J.L.MCKNIGHT.

T SQUARE CLUB OF PHILA.: MENTION- C.B.SHARP.

UNIVERSITY OF ILLINOIS, URBANA: FIRST MENTION PLACED- J.R.WEAR. FIRST MENTION-

P.K.BENOLIEL, P.M.DEELEY, J.S.TESINSKY. MENTION- J.D.ALLEN, A.G.ANDERSON,
W.H.APPIER, L.M.ARMS, A.L.BACKLIN, R.H.BAILEY, J.M.BAYNE, D.F.BENSON,
H.G.BERGEIM, S.B.BERRY, T.G.BRADLEY, R.BREJCHA, M.J.CANTOR, J.CHURA,
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B.MALEKOVIC, R.K.MALM, E.T.MAZUR, JR., M.MEYERS, L.J.MILLER, R.V.MOSHER,
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R.S.THOMPSON, P.J.TREDER, C.R.WAGNER, J.R.WALLERIUS, H.WENDT, L.WICKLUND,
J.T.WIENCEK, H.WIENER, W.R.WILLIAMS, G.C.WINTEROWD, J.D.WOODS, N.C.WOODS,
W.J.WORTH, J.M.WRAY, JR., H.C.YOUNG, A.ZANCANER.

UNIVERSITY OF ILLINOIS, NAVY PIER, CHICAGO: FIRST MENTION- E.H.MATTHEI,

R.A.RAGGI, R.SIMON, W.C.DELANEY, A.J.GRIECO, L.I.KAHN, W.G.QUAM,
A.L.BELTON, A.J.ENGLE, E.W.KORENIC, MENTION- J.DOYLE, R.KARAKUSZKA,
R.F.KICHIN, D.E.MADGWICK, F.H.MAGNUSON, R.J.MARTWICK, R.MILLER, N.NELSON,
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R.SCHEIBENREIF, J.SLIMAK, JR., A.K.VANDUSEN, R.J.WARGER,

UNIVERSITY OF NOTRE DAME: MENTION- M.M.CARR, S.A.FUNK, R.S.KIRK, J.NACHTEGALL,
C.NILSEN.

UNIVERSITY OF PENNSYLVANIA: FIRST MENTION PLACED- W.L.WINCHELL. FIRST MENTION-

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C.F.BARCLAY, J.P.BELLI, E.M.BERNSTEIN, B.BLUM, S.S.BLUMER, F.L.CRANMER,
S.CROTHERS, P.M.COPE, JR., T.F.DAVIS, J.D.DILULLO, J.F.GLASS, W.A.HADDOCK,
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WESTERN RESERVE UNIVERSITY, CLEVELAND: MENTION- R.W.CARLSON, T.S.COLE, R.S.FEBO
L.B.EYSTER, E.HUFFMAN, H.W.OBOJSKI, A.W.PETERSEN, E.ROSS.

BEAUX-ARTS INSTITUTE OF DESIGN

115 East 40th Street, New York 16, N. Y.

Program issued and completed in any

Five consecutive weeks between — October 25, 1948-December 20, 1948

Judgment will be held in the week of—January 4-8, 1949

Program is TILE COUNCIL OF AMERICA PRIZE

The Tile Council of America, an organization of the tile manufacturers, in collaboration with the Beaux-Arts Institute of Design, will award a first prize of \$100.00, a second prize of \$75.00, a third prize of \$50.00 and a fourth prize of \$25.00.

CLASS B PROBLEM II—AN ELEMENTARY SCHOOL & KINDERGARTEN

Author—A. D. Pickett, Round Hill, Va.

Mr. Pickett studied architecture at the University of Illinois with the class of '23, his interest in color and rendering took him to the Associated Tile Manufacturers in 1924, where for eight years he helped influence the transition from the use of white to colored tile. In 1936 he was elected Vice-President of the Sparta Ceramic Company, and more recently has been Assistant General Sales Manager for that Company and the United States Quarry Tile Company.

A new consolidated Elementary School and Kindergarten is to be erected in a rapidly growing rural section with a temperate climate. The site is a partially wooded area, 800' by 1200', comparatively level, on the edge of a small town. The south end of the plot is bounded, along its 800' frontage, by an east-west highway from which County busses will serve the school.

The following elements are required in the building, all on the same floor level:

1. A comfortable lobby and adequate corridor circulation for the entire school plant. The following entrances to the building should be provided:

- An entrance primarily for parents and visitors.
- A bus entrance for students.
- A playground entrance.
- A kindergarten entrance.
- A service entrance for the kitchen.
- An outside basement entrance.

2. A general administrative office of 300 sq. ft., with adjoining principal's office of 120 sq. ft. and private toilet facilities.

3. Near the office, a library of 600 sq. ft. with open shelves, with adjoining room for textbook and visual aid storage. Next to the library should be a small study room for ten to twelve students.

4. Five classrooms, 750 sq. ft. each, to accommodate thirty students apiece. Three additional classrooms for the lowest grades, should be 50% larger.

5. A kindergarten of 1200 sq. ft. for 20 pre-school children, with separate entrance, toilets, small kitchenette, first aid and rest alcove, and a covered porch of the same area as the kindergarten room.

6. A recreation room, approximately 35' by 60', with same ceiling height as classrooms.

7. An arts and crafts room of 1000 sq. ft.

8. An auditorium large enough to accommodate 300. A platform type stage 15 feet deep should be provided.

9. A cafeteria for lunches to accommodate 125 at one sitting, with kitchen attached. Locker facilities and toilets for help.

10. Toilet rooms sufficient for 120 boys and 120 girls, with shower and locker facilities for 30 boys and 30 girls. Lockers should be near recreation room, and close to the playground entrance.

11. A nurse's office and a first-aid room.

12. Heating and mechanical plant to be in a partial basement which need not be shown in plan.

REQUIRED DRAWINGS: (Size 31" x 40" inclusive of a half-inch border on all sides)

Plot plan at the scale of 1" equals 200 feet with suitable playground facilities and approaches indicated.

Plan of building at the scale of 1/16" to the foot.

Section through building showing typical classroom at the scale of 1/16" to the foot.

Perspective of exterior showing major elevation at a convenient scale.

Perspective or elevation of any suitable interior detail at approximately 3/4" to the foot, with special attention to the appropriate use of tile.

SUPPLEMENTARY INFORMATION

Tile is fired clay veneer, either glazed or unglazed, that can be applied to the surface of masonry with portland cement, and to dry wall or floor construction with adhesives. It is from 1/2" to 3/4" in thickness depending upon the type.

Glazed tiles are available in an almost complete range of colors. Unglazed tiles are manufactured in two groups of colors. The natural clay type are available in earthen colors such as reds, browns, tans, buffs, greens, blue and black, while the porcelain type are furnished in black and white, and a group of pastel shades such as pinks, blues, creams, ivory, greens, and orchids. Sizes of all types are shown on the inclosure.

Appropriate and especially creative use of tile in this problem is more important than mere quantity used.

NOTE: A record of the dates selected for this problem by each supervisor and school must be forwarded to the Beaux-Arts Institute of Design as soon as determined.

The text of all programs must be kept confidential before they are issued.

Final drawings shall have a half inch unrendered border on all sides.

Drawings will be eliminated from the judgment for infringements of the following:

(a) Violation of requirements, or failure to pay the registration fee.

(b) Indefinite, illegible or insufficient indication of the solution of the problem in the final drawing.

(c) Omission or variation from the fixed requirements of the program.

(d) Failure to indicate the identifying elements as may be called for in any program.

Failure to comply with the requirements as stated in the Circular of Information for 1948-1949 shall exclude drawings from judgment. Copy will be sent on request.

Drawings from judgment. Copy will be sent on request.

Failure to comply with the requirements as stated in the Circular of Information for 1940-1949 shall exclude

BEAUX-ARTS INSTITUTE OF DESIGN

115 East 40th Street, New York 16, N. Y.

DEPARTMENT OF ARCHITECTURE—1948-1949—FIFTY-SIXTH SCHOOL YEAR

Program issued and completed in any

Nine Consecutive Hours in the month of—November, 1948

Judgment will be held in the week of —January 4-8, 1949

AUTHOR — **CLASS A SKETCH II — A SHOE BOX**

Author—Robert Carson, New York

Mr. Robert Carson is a graduate of the University of Pennsylvania. He started his architectural career as designer for Raymond Hood. After Mr. Hood's death, he was with Harrison & Foulhoux until 1939 when he accepted a position with Rockefeller Center, Inc. Aside from work as resident architect of the Center with Mr. Earl H. Lundin, he serves as expert on all problems of esthetics, designs their Christmas and flower shows, etc. As Partner of the firm of Carson & Lundin, his work extends throughout the country. Recent work includes Esso Building, Rockefeller Center; Schreffl's Restaurant and RCA Exhibition Hall, Rockefeller Center; I. Miller Shoe Store, White Plains, N. Y.; Guild House, Boston, Mass.

The design of a shoe box, particularly for women's shoes, has become a matter of importance. Some of the large manufacturers of women's shoes study the design of these boxes for years before they finally approve and start production. The box must be so handsome that the purchaser will be proud to carry it unwrapped through the streets. It must also make a pleasing pattern when stacked on exposed stock shelves in the shops. The design must suggest the type of shoe and must prominently display the manufacturer's name. It must be arresting and appropriate. Since a successful design, once adopted, will be used for many years, the design cannot include the representation of a shoe that will soon be out of style.

Cutler & Co., nationally known manufacturers of high-priced women's shoes, plan to take advantage of their established name and will shortly come out with a less expensive line which they will call "Debutante." This line will be sold in shops and department stores throughout the country and will have its greatest appeal to high school and college girls and the younger married women. You are to design the box for this new line.

The name should appear on the top of the lid and the ends of the box as "**Debutantes** by Cutler." The style number and size are printed on a label 1" x 2" which is applied in the lower right-hand corner of each end of the box.

REQUIRED: (Sheet size 22" x 30")

Isometric of the box at full size in color.

The closed box, including the slight projection of the lid, measures 12" long, 5 $\frac{7}{8}$ " wide and 3 $\frac{5}{8}$ " high.

This drawing should indicate how the box is fastened or tied and should show any carrying device deemed necessary.

Elevation in full color of one recessed section of exposed wall stock at 1" equals 1' 0".

The clear opening of this section of stock is 6' 3" high and 4' 1" wide. Spaced equally in the height of this opening are 8 shelves each $\frac{3}{4}$ " thick. Each of the 9 resulting spaces will hold 16 boxes arranged in two rows.

ORTHODOX WAY OF TAKING

NOTE: A record of the date selected for this sketch by the supervisor must be forwarded to the Beaux-Arts Institute of Design as soon as determined. Sketches must be forwarded to the B. A. I. D. after the exercise.

The text of the program must be kept confidential before date of exercise.

PROVIDE A

Single Problem Registration: Students may submit one problem and corresponding nine-hour sketch for judgment upon the payment of a fee of \$2.50 at the time of making sketch for the problem. Individual nine-hour sketch may be submitted on payment of \$1.00.

The sketch may be presented on drawing paper or board and must not exceed 22" x 30" and must have a half inch unrendered margin on all four sides. The student must print in the lower right-hand corner:

- (a) the student's full name.
- (b) his school or atelier; or the name and address of supervisor.
- (c) the grade and title of the competition.

The space for this identification must not be smaller than 1 $\frac{1}{2}$ " x 3".

Failure to comply with the requirements as stated in the Circular of Information for 1948-1949 shall exclude drawing from judgment. Copy will be sent on request.

BEAUX-ARTS INSTITUTE OF DESIGN

115 East 40th Street, New York 16, N. Y.

DEPARTMENT OF ARCHITECTURE—1948-1949—FIFTY-SIXTH SCHOOL YEAR

Judgment will be held in the week of—January 4-8, 1949
 Nine Consecutive Hours in the month of—November, 1948
 Program issued and completed in any

CLASS A SKETCH II—A SHOE BOX Author—Robert Carson, New York

Mr. Robert Carson is a graduate of the University of Pennsylvania. He studied in a technical career as designer for Raymond Hood. After Mr. Hood's death he was with Harrison & Foxworth until 1939 when he accepted a position with Rockefeller Center, Inc. Aside from work as resident architect at the Center with Mr. Earl H. Lundin, he serves as expert on the design of interior designs for Christmas and flower shows, etc. A partner of the firm of Carson & Lundin, his work extends throughout the country. Recent work includes Esso Building, Rockefeller Center, 20th Street Restaurant and RCA Exhibition Hall, Rockefeller Center, 11th Street, White Plains, N. Y.; Gulf House, Boston, Mass.

The name should appear on the top of the lid and the end of the box as "Debutante by Carter". The style number and size are printed on a label 1" x 2" which is applied in the lower right-hand corner of each end of the box.

REQUIRED: (Sheet size 22" x 30")

Isometric of the box at full size in color.

The closed box, including the slight projection of the lid measures 2" x 6" x 8" wide and 2" x 8" high.

This drawing should indicate how the box is fastened or tied and should show any carrying device desired, necessary.

Elevation in full color of one recessed section of exposed wall set at 1" equals 1' 0".

The clear opening of this section of stock is 6" x 3" high and 4" x 1" wide, spaced equally in the height of this opening are 8 shelves each 3/4" thick. Each of the 9 resulting boxes will hold 16 boxes arranged in two rows.

The design of a shoe box, particularly for women's shoes, has become a matter of importance. Some of the large manufacturers of women's shoes study the design of these boxes for years before they finally approve and start production. The box must be so designed that it will be proud to carry it unwrapped through the street. It must also make a pleasing pattern when stacked on exposed stock shelves in the shop. The design must suggest the type of shoe and must prominently display the manufacturer's name. It must be arresting and appropriate. Since a successful design, once adopted, will be used for many years, the designer cannot include the representation of a shoe that will soon be out of style.

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NOTE: A record of the date selected for this sketch by the supervisor must be forwarded to the Beaux-Arts Institute of Design as soon as determined. Sketches must be forwarded to the B. A. I. D. after the exercise. The text of the program must be kept confidential before date of exercise.

Single Problem Registration: Students may submit one problem and corresponding nine-hour sketch for judgment upon the payment of a fee of \$25.00 at the time of making sketch for the problem. Individual nine-hour sketch may be submitted on payment of \$1.00.

The sketch may be presented on drawing paper or board and must not exceed 22" x 30" and must have a half inch numbered margin on all four sides. The student must print in the lower right-hand corner:

- the student's full name,
- his school or atelier or the name and address of supervisor,
- the grade and title of the competition.

The space for this identification must not be smaller than 1 1/2" x 3".

Failure to comply with the requirements as stated in the Circular of Information for 1948-1949 shall exclude drawing from judgment. Copy will be sent on request.

AUTHOR - ROBERT CARSON, NEW YORK, N.Y.

JOSE FERNANDEZ CARL REIMERS GEORGE C. RUDOLPH OTTO TEEGEN
A. SHERRILL WHITON

OKLAHOMA AGRIC. & MECH. COLLEGE	UNIVERSITY OF ILLINOIS, URBANA
PENNSYLVANIA STATE COLLEGE	UNIVERSITY OF PENNSYLVANIA
PRINCETON UNIVERSITY	

THERE MUST BE A PECULIAR QUIRK IN STUDENT THINKING WHICH, AFTER THEY HAVE READ A PROGRAM STATING A PROBLEM CLEARLY AND DIRECTLY, MAKES THEM HIT UPON AN INCIDENTAL PHRASE AND ASSUME IT TO BE THE MAJOR PURPOSE OF THE EXERCISE RATHER THAN ACCEPTING THE SIMPLE REQUIREMENTS AS GIVEN.

THE BODY OF THIS PROGRAM ASKED FOR THE DESIGN OF A HANDSOME SHOE BOX, ARRESTING AND APPROPRIATE, ONE WHICH A PURCHASER WOULD BE PROUD TO CARRY UNWRAPPED THROUGH THE STREETS, AND WHICH COULD BE DISPLAYED IN A PLEASING PATTERN ON THE SHOP SHELVES. TO FACILITATE THE DESIGN OF THIS BOX ITSELF, A FULL DESCRIPTION WAS GIVEN OF WHAT AND WHERE THE LETTERING WAS TO BE, NAMELY "DEBUTANTES BY CUTLER" ON THE LID AND BOTH ENDS. FROM THE DIMENSIONS AND THE DESCRIPTION, IT COULD BE ASSUMED THE AUTHOR HAD IN MIND A CONVENTIONAL SHOE BOX CONSISTING OF FOUR SIDES AND A TOP. GENERATIONS OF DEALERS HAVE FOUND THIS ORTHODOX WAY OF TAKING SHOES FROM A BOX AND RESTORING THEM TO IT BOTH SIMPLE AND SATISFACTORY. THE JURY WAS OF THE OPINION THAT THE AUTHOR BELIEVED SUCH A BOX COULD BE MADE APPEALING BY APPROPRIATE DESIGN AND COLOR. AS FOR CARRYING IT, A SIMPLE STRING OR RIBBON AROUND IT, WITHOUT BENEFIT OF WRAPPING PAPER, COULD PROVIDE A STRAIGHTFORWARD SOLUTION.

OBVIOUSLY NINETY PER CENT OF THE COMPETITORS WERE NOT WILLING TO ACCEPT SUCH A SIMPLE PROCEDURE; INSTEAD OF MAKING THE EXERCISE ONE OF AESTHETICS THEY MADE IT ONE OF MECHANICS. BASED ON PARAGRAPH 3 OF THE REQUIREMENTS, WHICH MENTIONED, QUITE INCIDENTALLY, THAT COMPETITORS SHOULD "SHOW ANY CARRYING DEVICE DEEMED NECESSARY-", MOST STUDENTS BROKE THEIR NECKS TO TRY TO GET SOME KIND OF PACKAGE DEVICE OTHER THAN THE CONVENTIONAL ONE. IN SO DOING THEY PRACTICALLY IGNORED THE BASIC REQUIREMENTS WHICH ASKED FOR A DESIGN, CONSISTING OF DISTINCTIVE LETTERING, PLEASING PATTERN, GOOD COLOR, ETC. IN FACT, SOME IGNORED THE REQUIREMENTS ENTIRELY, SINCE THEY PLACED THE NAME ON THE TOP ONLY AND FORGOT THE ENDS, OR THOUGHT OF THE ENDS BUT FORGOT THE TOP.

FEW OF THE COVER DESIGNS SUBMITTED HAD ANY SPECIAL APPEAL TO THE JURY, SINCE MOST OF THE LETTERING WAS POOR AND THE INCIDENTAL EMBELLISHMENTS BANAL. ALTHOUGH THE COLORING WAS OFTEN FEMININE, THE CHARACTER WAS RARELY SO, NOR DID IT PARTICULARLY SUGGEST THE PRODUCT. MANY DESIGNS WOULD HAVE MADE GOOD VARIATIONS OF KLEENEX OR PERFUME CONTAINERS.

MOST INTEREST, AS STATED ABOVE, CENTERED ON THE MEANS WHEREBY THE BOX WAS TO BE CARRIED. THERE WERE SEVERAL INGENIOUS IDEAS. THOSE WHO DEVISED BOXES WITH A STRING OR RIBBON ATTACHED AT THE NARROW END SUCCEEDED IN SOLVING THE CARRYING PROBLEM, BUT THE JURY AGREED THAT NO SHOE RETAILER WOULD EVER BOTHER WITH THAT KIND OF A BOX: IT WOULD BE DIFFICULT TO GET OUT AND ALMOST IMPOSSIBLE TO REPLACE IN ANY ORDERLY WAY.

ONE VARIATION OF THE SMALL END OPENING DID WORK, HOWEVER, AND IS EXEMPLIFIED IN THE MENTION DESIGN SUBMITTED BY R.A.YARNALL OF THE UNIVERSITY OF PENNSYLVANIA. HERE, A SEPARATE BOX CONTAINING THE SHOES WAS MADE TO SLIP INTO THE NARROW END OF A COVER BOX. WHEN STACKED ON THE SHELVES THE PATTERN IN RED AND WHITE WOULD HAVE BEEN MOST COLORFUL AND ATTRACTIVE, AND, WHEN IT WAS DESIRED TO INSPECT ANY SHOES, THE INNER BOX WAS EASILY ACCESSIBLE. AFTER A SALE HAD BEEN MADE, ALL THAT WOULD BE REQUIRED WOULD BE TO GET THE CONTAINER, FASTEN A STRING OR RIBBON ON THE TABS, INSERT THE INNER BOX CONTAINING THE SHOES AND HAND IT TO THE CUSTOMER

ANOTHER ATTRACTIVE MENTION DESIGN WAS THAT OF A. BARASH, ALSO OF THE UNIVERSITY OF PENNSYLVANIA. THIS WAS ALTOGETHER FEMININE AND THE PATTERN WITH A STYLIZED PAIR OF PALE BLUE SHOES, WITH SMALL DOTS IN BLUE AND PINK, ALL ON A BLACK BACKGROUND WOULD HAVE BEEN DISTINCTIVE. THE MEANS OF OPENING AND CLOSING THE BOX WAS ALSO REASONABLE AND EASY FOR THE SALESMAN TO HANDLE. THE CARRYING CORD WAS PLACED ON THE SMALL END OPPOSITE THE ONE EXPOSED ON THE SHELVES, SO IT WOULD NOT BE VISIBLE WHEN THE BOX WAS STACKED.

A FURTHER VARIATION OF AN UNORTHODOX SHOE BOX WAS THAT SUBMITTED BY G.FAN, OF THE UNIVERSITY OF PENNSYLVANIA. ITS PATTERN AND COLOR WERE PLEASING AND DISTINCTIVE AS WAS THE ARRANGEMENT OF MAKING THE HANDLE ITSELF SERVE AS A PART OF THE DESIGN. THE LETTERING WAS RED ON A GREY BACKGROUND; THE HANDLE WAS RED. THE JURY WAS OF THE OPINION, HOWEVER, THAT ALTHOUGH INGENIOUS, ANY SALESMAN WOULD HAVE FOUND OPENING AND CLOSING THE BOX RATHER INCONVENIENT.

SUMMARY OF AWARDS:

3 MENTION 8 HALF MENTION 114 NO AWARD 125 TOTAL SUBMITTED

OKLAHOMA AGRIC. & MECH. COLLEGE: HALF MENTION- S.J.SHAFTEL.

PENNSYLVANIA STATE COLLEGE: HALF MENTION- P.A.WATERMAN.

PRINCETON UNIVERSITY: HALF MENTION- J.R.DIEHL, C.W.GOYER, JR.

UNIVERSITY OF ILLINOIS, URBANA: HALF MENTION- C.E.ASBURY, G.B.COX, F.E.JOLLY, J.WOOD.

UNIVERSITY OF PENNSYLVANIA: MENTION- A.BARASH, G.FAN, R.A.YARNALL.

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CLASS C PROBLEM 11 - A NURSERY UNIT OF A SCHOOL
JANUARY 4, 1949

25.	W.L.WINCHELL, UNIVERSITY OF PENNSYLVANIA	FIRST MENTION PLACED
26.	J.R.WEAR, UNIVERSITY OF ILLINOIS, URBANA	FIRST MENTION PLACED
27.	C.G.WALTON, THE RICE INSTITUTE	FIRST MENTION
28.	W.C.DELANEY, UNIVERSITY OF ILLINOIS, NAVY PIER	FIRST MENTION
29.	L.I.KAHN, UNIVERSITY OF ILLINOIS, NAVY PIER	FIRST MENTION
30.	E.H.MATTHEI, UNIVERSITY OF ILLINOIS, NAVY PIER	FIRST MENTION

CLASS A SKETCH 11 - A SHOE BOX
JANUARY 4, 1949

31.	R.A.YARNALL, UNIVERSITY OF PENNSYLVANIA	MENTION
32.	A.BARASH, UNIVERSITY OF PENNSYLVANIA	MENTION
33.	G.FAN, UNIVERSITY OF PENNSYLVANIA	MENTION

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REPORTS AT 15 CENTS A COPY.
REMITTANCE MUST ACCOMPANY ORDER.

CLASS B PROBLEM II - TILE COUNCIL OF AMERICA PRIZE
AN ELEMENTARY SCHOOL & KINDERGARTEN
AUTHOR - A. D. PICKETT, ROUND HILL, VA.

JURY OF AWARD - JANUARY 6, 1949

DEAN W. AXLINE
CHARLES H. BAUER, JR.
CHARLES W. BEESTON
JAMES B. BELL
J. GORDON CARR
HARVEY P. CLARKSON
THOMAS J. CREIGHTON
ARTHUR S. DOUGLASS, JR.

FRANCIS X. GINA
M. MILTON GLASS
DOUGLAS HASKELL
JOSEPH JUDGE
SIDNEY L. KATZ
WALTER H. KILHAM, JR.
JOHN C. B. MOORE
A.D. PICKETT
BENJAMIN SCHLANGER

DANIEL SCHWARTZMAN
MAURICE D. SORNIK
WILLIAM VAN ALLEN
LOUIS A. WALSH
LAWRENCE GRANT WHITE
EDGAR I. WILLIAMS
FREDERICK J. WOODBRIDGE
WALTER MCQUADE

SCHOOL REPRESENTATIVES: DONALD A. HAMILTON, OKLAHOMA AGRIC. & MECH. COLLEGE
JEAN LIGONNET, OKLAHOMA AGRIC. & MECH. COLLEGE
F. CUTHBERT SALMON, PENNSYLVANIA STATE COLLEGE
HEATH LICKLIDER, PRINCETON UNIVERSITY

TILE COUNCIL OF AMERICA REPRESENTATIVES: A.D. PICKETT KALMAN B. DRUCK
JAMES D. MACLAY ALFRED H. FRANTZ

PARTICIPANTS:

CATHOLIC UNIVERSITY OF AMERICA
CHICAGO ARCHITECTURAL CLUB
GEORGIA SCHOOL OF TECHNOLOGY
LAYTON SCHOOL OF ART, ARCHT. ATELIER
OKLAHOMA AGRIC. & MECH. COLLEGE
PENNSYLVANIA STATE COLLEGE
PRINCETON UNIVERSITY

THE RICE INSTITUTE
T SQUARE CLUB OF PHILADELPHIA
TEXAS TECHNOLOGICAL COLLEGE
UNIVERSITY OF ILLINOIS, URBANA
UNIVERSITY OF NOTRE DAME
UNIVERSITY OF PENNSYLVANIA
WESTERN RESERVE UNIVERSITY, CLEVELAND

REPORT OF THE JURY - BY WALTER H. KILHAM, JR.

IT WAS TEN MINUTES TO ONE IN THE MORNING WHEN THE LAST DRAWING WAS GRADED AND THE JURY BEGAN TO BREAK UP. STARTING AT 5:30, WHEN THEY WERE DIVIDED INTO SOME SEVEN GROUPS OF FOUR OR FIVE ARCHITECTS EACH, THEY HAD BEEN REVIEWING THEIR SHARE OF THE 357 DRAWINGS SUBMITTED IN THE COMPETITION.

THE JURY APPROACHED THE FIRST REVIEW WITH THE IDEA OF DISCOVERING WHAT THE STUDENTS HAD TO PROPOSE AND WHAT STANDARD HAD BEEN ATTAINED, RATHER THAN TO JUDGE BY PRE-CONCEIVED IDEAS OF WHAT A SCHOOL SHOULD BE. NO ONE, FOR EXAMPLE, FELT THAT THE ORIENTATION OF MAJOR CLASSROOMS SHOULD NECESSARILY BE EAST AND WEST BECAUSE MOST CODES ARE WRITTEN THAT WAY. THE INTEREST WAS IN HOW EACH STUDENT MADE USE OF THE ORIENTATION HE HAD SELECTED.

IN THE MATTER OF ACCESS AND OF HANDLING THE BUS PROBLEM, IT WAS AT ONCE APPARENT THAT FEW PROBLEMS WERE ENTIRELY SUCCESSFUL. THERE WERE LONG DRIVEWAYS

TO MAINTAIN; MANY FAILED TO DELIVER THEIR PASSENGERS AT THE DOOR; AND IN MOST CASES IT WAS IMPOSSIBLE FOR BUSES TO DRIVE UP TO A PLATFORM EASILY AND CONTINUE ON WITHOUT BACKING UP, - A SERIOUS FAULT IN A SCHOOL. ON THIS FIRST REVIEW, DRAWINGS WERE GIVEN A "CHECK", "MENTION", OR "HOLD" FOR FURTHER CONSIDERATION.

THE JURIES THEN CHANGED PLACES AND EACH STUDENT'S DRAWING WAS AGAIN REVIEWED BY A SECOND GROUP OF ARCHITECTS. "MENTION" AND "CHECKS" WERE MARKED ON THE DRAWINGS, SOME WERE ADVANCED, OTHERS WERE "QUESTIONED". THE "QUESTIONED" DRAWINGS WERE THEN REVIEWED COLLECTIVELY TO BE SURE THERE WAS NO DOUBT ABOUT DECISIONS SO FAR.

BY THIS TIME IT WAS CLEAR THAT THE CHIEF INTEREST WAS IN THE PLAN, AS FEW ELEVATIONS HAD BEEN GREATLY DEVELOPED. IN PASSING HOWEVER, MENTION MIGHT BE MADE OF THE FINE PERSPECTIVE OF H. ECROYD, JR., UNIVERSITY OF PENNSYLVANIA, AND HIS PRESENTATION OF THE PLAN. ALSO, IT SHOULD BE STATED THAT MANY OF THE DRAWINGS IN THE "MENTION" OR EVEN "CHECK" CLASS HAD SUPERIOR TILE DETAILS.

THE REMAINING DRAWINGS WERE NOW JUDGED BY THE JURY AS A WHOLE. THERE WERE STILL A GREAT MANY WORTHY ONES AND THIS FOURTH REVIEW WAS TO ELIMINATE THOSE WHO, COMPARATIVELY, HAD NOT MADE THE "FIRST MENTION" GRADE. EVEN WHEN THIS WAS DONE, THERE WERE STILL SOME FORTY DRAWINGS WHICH WERE HELD FOR "FIRST MENTION". ONCE AGAIN THE ELIMINATION PROCESS WAS GONE THROUGH AND CLOSE VOTES DETERMINED WHETHER A DRAWING WAS TO RECEIVE HIGHER THAN A "FIRST MENTION". FIVE REMAINED FOR THE AWARD OF "FIRST MENTION PLACED" AND FOR CONSIDERATION FOR PRIZES. UNFORTUNATELY, ON ONE OF THESE I. R. DAHLGREN, UNIVERSITY OF ILLINOIS, HAD MADE HIS DETAIL WITH STRUCTURAL TILE AND SO LABELED IT, WHEREAS THE PROGRAM CLEARLY CALLED FOR THE USE OF THE VENEER TILE. THIS ELIMINATED HIM FROM CONSIDERATION FOR A PRIZE.

FOUR WERE LEFT. BY NOW THE PATTERN OF WHAT SEEMED THE MOST DESIRABLE FEATURES IN A SCHOOL OF THIS TYPE HAD BECOME CLEAR:

- A) PRACTICAL HANDLING OF THE BUS, WITH SIMPLE DRIVEWAYS, DOOR DELIVERY AND SEPARATED SERVICE ENTRANCE.
- B) AN OPEN PLAN WITH ECONOMY OF CIRCULATION, NO CLOSED COURTS, AND, PREFERABLY, NO NARROW THREE-SIDED ONES.
- C) THE SCHOOL ITSELF CLEARLY DIVIDED INTO SECTIONS FOR EASE OF ADMINISTRATION, AND WITH EASY ACCESS TO THE FACILITIES USED IN COMMON. THE LATTER, INCLUDING AUDITORIUM, CAFETERIA AND RECREATION ROOM, SHOULD ALSO BE EASILY AVAILABLE FOR COMMUNITY USE.
- D) ORIENTATION COULD BE NORTH FOR THE OLDER CHILDREN IF PROVIDED WITH SOUTH CLERESTORY LIGHT; THE ELEMENTARY GROUP SHOULD HAVE SUN IN THEIR WINDOWS, EAST OR SOUTH, AND THE KINDERGARTEN SOUTH.
- E) THE KINDERGARTEN WAS PREFERRED NEAR THE PUBLIC ENTRANCE AND PLANNED AS A COMPLETE UNIT IN ITSELF.
- F) THE UPPER AND LOWER SCHOOL UNITS SHOULD EACH HAVE THEIR OWN TOILETS.
- G) IMMEDIATE ACCESS TO THE PLAYGROUND WAS CONSIDERED DESIRABLE.
- H) MANY FELT THAT THE RECREATION ROOM WAS A FUNCTION OF THE PLAYGROUND AND SO ARRANGED IT. IT WAS A GOOD IDEA TO PLAN THE TOILETS, IN THIS CASE, SO THEY COULD BE ENTERED FROM THE PLAYGROUND WITHOUT GOING THROUGH THE REST OF THE SCHOOL.
- I) THE ARTS AND CRAFTS ROOM WAS PROPERLY PART OF THE UPPER SCHOOL, AS THE LARGE LOWER CLASSROOMS WOULD PROVIDE ADEQUATE WORK SPACE WITHIN THEMSELVES.
- J) INDIVIDUAL STUDY AND PLAY AREAS ADJACENT TO PRIMARY CLASSROOMS WAS CONSIDERED DESIRABLE.

THERE WAS CONSIDERABLE DISAPPOINTMENT ON THE PART OF THE JURY THAT THERE WERE SO FEW DIFFERENT SOLUTIONS - MOST OF THE PLANS LOOKED MUCH ALIKE - AND EVEN FAMILIAR. TOO MANY TIMES DETAILS WERE USED WITHOUT UNDERSTANDING OF THEIR PURPOSE - NORTH LIGHT WITH HEAVY OVERHANGS INEVITABLY MAKING A DARK ROOM, OR THE HAZARDOUS USE (IN A SCHOOL) OF SHEETS OF GLASS FROM FLOOR TO CEILING WITHOUT ANY SAFETY PRECAUTIONS INDICATED. (THERE HAVE BEEN MANY ACCIDENTS.) SOME OF THE SCHOOL ARCHITECTS ON THE JURY WERE PLEASED TO SEE THAT SO MANY PARTS OF THE COUNTRY COULD AFFORD SHEET GLASS DOORS AND MILES OF CORRIDORS. IT, PERHAPS, SHOULD BE POINTED OUT THAT A SIMPLE COMMUNITY SCHOOL OF 8 OR 9 CLASSROOMS EXPANDED TO LOOK LIKE A LARGE WEST-COAST HIGH SCHOOL SHOWS LITTLE ECONOMIC OR FUNCTIONAL UNDERSTANDING.

BUT IT IS TIME TO TAKE OFF THE LABELS:-

W.P.CRAIG, UNIVERSITY OF ILLINOIS - FIRST MENTION PLACED AND FIRST PRIZE: SIMPLE BUS CIRCULATION, NO POCKETS IN THE DRIVE, ROAD SERVES ALL ENTRANCES IN AN EFFICIENT AND PRACTICAL WAY AND WITH NO CONFUSION WITH SERVICE ENTRANCE; THIS WAS ESPECIALLY COMMENDED. AUDITORIUM, CAFETERIA AND RECREATIONAL ROOM GROUPED AS UNIT FOR SCHOOL OR COMMUNITY USE. CORRIDOR ACCESS SIMPLE AND DIRECT - NOT OVER-EXTENDED. NO CLOSED COURTS. USED NORTH LIGHT WITH SOUTH CLERESTORY AND EAST LIGHT IN LOWER GRADES, SHOWING FOLDING DOORS TO OPEN ONTO STUDY AREA. ON THE CORRIDOR WALLS THE AREA OF TILE ON WHICH TO TELL STORIES WAS WELL LIKED.

C.R.KOHLER, PENNSYLVANIA STATE COLLEGE - FIRST MENTION PLACED AND SECOND PRIZE: BUILDING LOCATED IN CORNER OF PROPERTY GIVING MAXIMUM USE OF LOT FOR SCHOOL PURPOSES AND MINIMUM OF SPACE TO DRIVEWAY WHICH AGAIN PICKED UP ALL ENTRANCES WITH ONE ROAD. AUDITORIUM, CAFETERIA, AND RECREATION IN ONE GROUP, WITH A LOBBY THAT RECOGNIZED THAT LARGE GROUPS COLLECT AT THIS POINT; (SOME OMITTED THIS NECESSARY ELEMENT ENTIRELY). UTILIZED OPEN COURT, BUT ROOMS FACE OUT FROM IT. NORTH ORIENTATION, WITH CLERESTORY LIGHT FOR UPPER GRADES, SO AS NOT TO BE DISTURBED BY SUNLIGHT ON DESKS, AND SOUTH FOR LOWER. GOOD ACCESS TO LOBBY AREAS. PRACTICAL AND DECORATIVE USE OF TILE ON KINDERGARTEN WALL WAS ESPECIALLY NOTED.

J.R.LAM, UNIVERSITY OF PENNSYLVANIA - FIRST MENTION PLACED AND THIRD PRIZE: AN OPEN PLAN WITH NO ENCLOSED COURTS, BUT CIRCULATION SEEMED A LITTLE OVER-EXTENDED. CAFETERIA WELL LOCATED - GROUPED WITH OTHER UNITS FOR COMMON OR COMMUNITY USE. GOOD LOCATION OF RECREATION ROOM BETWEEN THE TWO SCHOOL GROUPS AND ADJACENT TO PLAYGROUND.

R.D.WARNER, UNIVERSITY OF ILLINOIS - FIRST MENTION PLACED AND FOURTH PRIZE: THIS PROBLEM ATTRACTED FAVORABLE COMMENT BECAUSE OF THE INTERESTING ELEVATIONS OF INTIMATE SCALE, BUT THE FLOOR PLAN WAS A LITTLE COMPLICATED COMPARED TO THE OTHERS. THE DETACHED KINDERGARTEN, WITH COVERED CONNECTION TO PUBLIC ENTRANCE, WAS LIKED ALTHOUGH IT MADE IT NECESSARY TO WALK IN FROM THE STREET. IN THIS CASE THE CAFETERIA WAS SEPARATED FROM THE PUBLIC GROUP AND COMBINED WITH THE RECREATION UNIT. THE NURSE AND FIRST AID UNITS WERE ALSO LOCATED HERE THOUGH IT WAS THOUGHT THAT, IN A SCHOOL OF THIS SIZE, THEY WOULD GENERALLY BE MADE A PART OF THE ADMINISTRATION GROUP.

THE DRAWINGS WERE ALSO REVIEWED BY REPRESENTATIVES OF THE TILE COUNCIL OF AMERICA. THEY FOUND MANY COMMENDABLE IDEAS, NOT ALL OF THEM BEING ON DRAWINGS THAT HAD MADE HIGH GRADES FROM ARCHITECTURAL CONSIDERATIONS. THEY PARTICULARLY POINTED OUT THAT THE USE OF TILE ON A KINDERGARTEN FLOOR ADDED A NOTE OF COLOR

AND COULD BE ARRANGED TO FACILITATE GAMES. SEVERAL SUBMISSIONS USED TILE EFFECTIVELY ON WALLS - TO TEACH THE ALPHABET AND TO DEPICT ANIMALS AND OTHER OBJECTS OF INTEREST TO SMALL CHILDREN. SOME USED TILE TO SET OFF WALLS BY A COLOR TONE, OTHERS WENT FURTHER, AND DECORATED THESE TILE AREAS WITH PATTERNS OR PICTURES. ONE STUDENT MADE AN EFFECTIVE USE OF TILE TO PICK OUT AND DIFFERENTIATE THE VARIOUS PARTS OF HIS SCHOOL AS SEEN FROM THE EXTERIOR. OTHERS HAD TILE WALLS OR DADOES OF DIFFERENT COLORS IN DIFFERENT PARTS OF THE SCHOOL TO RELIEVE MONOTONY. THERE WAS ONE USE OF A POOL WITH AN EXTERIOR TILE WALL THAT EXCITED FAVORABLE COMMENT. MANY USED TILE FOR MURALS, A FEW, APPARENTLY, TAKING THE TROUBLE TO INVESTIGATE THE PRACTICAL LIMITATIONS OF TILE IN DESIGNING THEM. OTHERS MERELY SQUARED OFF A PICTURE, WHICH IS NOT A VERY IMAGINATIVE SOLUTION. THE USE OF TILES TO DIFFERENTIATE THE ENTRANCES TO DIFFERENT WINGS WAS LIKED. ONE STRIKING DESIGN INCORPORATED A DISPLAY CASE WITH A PLAIN TILE WALL. ON THE PRACTICAL SIDE, INTERESTING AND PLEASING USE OF TILE WAS MADE IN COMBINATION WITH WORK AREA SINKS; ANOTHER HAD A MOST UNUSUAL KILN WITH ADJACENT TILE TABLES AND FLOOR. A NOVEL IDEA WAS USING A TILE WALL AS A SCREEN BETWEEN VARIOUS AREAS, AND, IN ONE CASE, FOR TOILET STALLS.

IN BRIEF, THE TILE WAS SHOWN TO ADVANTAGE AS A TRADITIONAL MATERIAL, ADDING COLOR AND WEATHER RESISTANCE OUTSIDE, LIFE AND DECORATION INSIDE, YET EASILY COMBINING WITH SUCH MODERN MATERIALS AS STAINLESS STEEL. IN A PRACTICAL WAY IT WAS SHOWN THAT MUCH MORE DECORATIVE TREATMENT COULD BE GIVEN TO WASHROOMS AND OTHER PLACES REQUIRING CONSTANT CLEANING.

ALL IN ALL THE JURY WERE VERY PLEASED WITH THE RESULTS OF THE PROBLEM AND THE EFFORT THE STUDENTS HAD PUT INTO IT. WHILE THEY DIDN'T DISCLOSE MUCH OF THE FUTURE, THEY GAVE A VERY GOOD IDEA OF WHAT IS GOING ON IN SCHOOL DESIGN TODAY.

WEARY, WE ADD THIS COMMENT: IT WOULD HELP - WHEN THE NIGHT DRAWN ON AND THE DRAWINGS STILL ARE MANY - IT WOULD HELP IF THE PLOT PLAN AND THE FLOOR PLAN COULD FACE THE SAME WAY ON THE SHEET, AND IF SOME IDEA OF ORIENTATION WERE SHOWN BY A CLEAR SYMBOL INDICATING NORTH, INSTEAD OF SOME PART OF A FLYING WING.

SUMMARY OF AWARDS:

5 FIRST MENTION PLACED	181 MENTION	2 HORS CONCOURS
8 FIRST MENTION	161 NO AWARD	357 TOTAL SUBMITTED

CATHOLIC UNIVERSITY OF AMERICA: MENTION- R.CRITCHON, C.DETTOR, J.WILDING,
R.MESROBIAN, B.PURCELL, G.RUSSO, J.DEIRLEIN

CHICAGO ARCHITECTURAL CLUB: MENTION- C.J.TOBOLSKI, R.L.WULFF.

GEORGIA SCHOOL OF TECHNOLOGY: MENTION- H.G.STRONG.

LAYTON SCHOOL OF ART, ARCHTL. ATELIER: MENTION- R.VANLANEN, E.SUCHORSKI,
G.SCHROEDER.

OKLAHOMA AGRIC. & MECH. COLLEGE: MENTION- J.E.BIGNELL, E.BISHOP, L.EDMONSON,
C.R.FIELDS, K.E.FRUIITS, W. GOUDEKET, J.GRAVES, W.HALL, O.V.HOLMES,
W.LOCKE, L.C.MURRAY, B.G.STARCHER, J.E.ST.JOHN, D.L.ZINN, J.D.QUALLS.

PENNSYLVANIA STATE COLLEGE: FIRST MENTION PLACED- C.R.KOHLER, SECOND PRIZE.

FIRST MENTION- S.SEIPLE, MENTION- R.ARONSON, G.W.SMITH, P.T.ASTORE,
H.L.BINK, T.POTTER, J.V.CHAPMAN, W.D.YOCHUM, L.E.KLEPPER, M.W.MOORE,
E.R.WERTZ, J.PHARO.

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PRINCETON UNIVERSITY: MENTION- M.G.MAYO, H.B.ROBERTS, D.M.SIMMONS.

RICE INSTITUTE: MENTION- P.GLEASON, R.L.KING, S.NUNN, D.WILLIAMS.

T SQUARE CLUB OF PHILA.: MENTION- J.CAVANAUGH.

TEXAS TECHNOLOGICAL COLLEGE: MENTION- D.G.BAILEY, D.B.BURNS, A.L.FERGUSON,
R.H.GIBSON, T.DEWITT, J.A.GRIFFIN, C.H.KELLEY, R.LEE, G.LAROE,
B.MARTIN, H.W.SCHMIDT, M.A.SPURLIN, J.F.STRICKLAND,JR.,

UNIVERSITY OF ILLINOIS, URBANA: FIRST MENTION PLACED- W.P.CRAIG, FIRST PRIZE,
R.D.WARNER, FOURTH PRIZE, I.R.DAHLGREN. FIRST MENTION- G.M.IHBE, J.P.OAKLEY,
MENTION- G.E.ALLEN, C.W.ALMBLAD, T.G.ARAI, S.BARRETO,JR. F.R.BATES,
A.BELROSE, D.BENEDICT, I.BERKUN, J.W.BODEMAN, R.E.BOLES, B.D.BOSWELL,
D.M.BRANIGAN, H.N.CALDWELL, K.CAREY, J.L.CARON, R.C.COHLMEYER, D.COMM,
E.G.CONNELL, D.G.DEARING,JR., J.F.DUNNE, S.G.FISHMAN, S.G.FOOTLIK,
R.FORSYTHE, B.H.FRANK, H.R.GABRIEL, J.A.HANSEN, N.HEAL, E.H.HEALEY,
J.M.HICKMAN, G.C.HJORT, J.D.HUBBARD, J.H.JELLIFFE, W.R.KING, R.R.KNAPP,
W.B.KOERBER, R.L.KREUTZ, C.S.KRISTMANN, R.L.LARUE, J.R.LETE, J.M.LEVIN,
L.LIPSON, P.J.LOUGEAY, G.R.MCGINN, R.C.MELLEM, K.H.MENDENHALL,JR.
I.MOSES, R.J.NAGRODSKI, R.E.NEVARA, J.J.OSHIVER, R.C.OVRESAT, J.PACK,
E.W.PARGE, R.A.PIGOZZI, L.W.POKLEN, T.G.QUINN, D.D.REGINATO, R.L.RITZ,
D.B.ROWE, A.H.RUDE, W.J.SCHEIDEMANTEL, W.C.SCHUBERT, H.R.SHAFER,
A.D.SHAPIRO, P.B.SHEEHAN, R.B.SULLAN, R.M.TENNANT, A.W.THOMPSON,
G.THORENSEN, J.J.TRUEMPER,JR., M.VAZQUEZ, L.J.WEBER, F.WEINERT,
R.E.WHITE, R.F.ZINSMEISTER. HORS CONCOURS- M.V.DOYLE, J.M.BATTERSBY.

UNIVERSITY OF NOTRE DAME: MENTION- D.A.ANDONIAN, S.COMPANY, W.KOONTZ,
B.J.MAYOTTE, W.A.NUNNELLEY, A.OMARTIAN,

UNIVERSITY OF PENNSYLVANIA: FIRST MENTION PLACED- J.R.LAM, THIRD PRIZE.

FIRST MENTION- H.ECROYD,JR., R.O.ENGE, B.J.GRAHAM, M.KREMER, MENTION-
L.BESKRONE, A.P.BRAMNICK, G.T.BROOKS, E.S.CARR, J.S.COCHRANE,
W.W.CUNNINGHAM, D.DIBNER, L.EVANTASH, C.L.FISSEL, W.FREDERICK, L.GETTLIN,
M.E.GOODY, W.GREENHOUSE, W.B.HALL, M.KALE, R.KALIX, W.H.MACAULEY,JR.
S.S.MAPS, R.MARTIN, E.MATZA, R.Y.OKAMOTO, D.PEARSON, R.J.RIPPEL,
M.ROBBINS, E.SALTZMAN, G.A.SAMPLE, L.J.SAVINETTI, E.F.SMITH, D.R.SPARKS,
B.P.SPRING, M.D.SUER, W.L.WHITE,JR. L.S.WOU, M.COHEN, W.J.MURTAGH,
FIRST MENTION- T.J.STOHLMAN.

WESTERN RESERVE UNIVERSITY, CLEVELAND: MENTION- R.G.DRACON, C.GRIMM,JR.,
R.A.KRATOVILLE, R.W.PATERSON,JR., R.P.SCHAEFER, R.S.WOOD.

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TILE COUNCIL OF AMERICA PRIZE JANUARY 6, 1949

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| 35. | C.R.KOHLER, PENNSYLVANIA STATE COLLEGE | FIRST MENTION PLACED, SECOND PRIZE |
| 36. | J.R.LAM, UNIVERSITY OF PENNSYLVANIA | FIRST MENTION PLACED, THIRD PRIZE |
| 37. | R.D.WARNER, UNIVERSITY OF ILLINOIS | FIRST MENTION PLACED, FOURTH PRIZE |
| 38. | I.R.DAHLGREN, UNIVERSITY OF ILLINOIS | FIRST MENTION PLACED |

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BEAUX-ARTS INSTITUTE OF DESIGN

115 East 40th Street, New York 16, N. Y.

DEPARTMENT OF ARCHITECTURE—1948-1949—FIFTY-SIXTH SCHOOL YEAR

Program issued and completed in any

Nine Consecutive Hours in the month of—November, 1948

Judgment will be held in the week of —January 4-8, 1949

SPIERING PRIZE COMPETITION

A prize founded in memory of Louis C. Spiering, from funds bequeathed by him to the Society of Beaux-Arts Architects and given for the best solution on a Class B Nine-Hour Sketch. The prize is \$25.00.

ALFRED FELLMEIER

J. STANLEY

JOHN D. W. R.

HARMON

CLASS B SKETCH II—A JUDGES' PAVILION FOR YACHT RACES

Author—Eugene Wasserman, Philadelphia, Pa.

Mr. Eugene Wasserman is a graduate of the University of Illinois and the holder of the 33rd Paris Prize in Architecture of the Society of Beaux-Arts Architects (now the Lloyd Warren Scholarship). Since his graduation he has been actively engaged in the field of architecture. During the war he served with the Navy, and then joined the staff at the University of Pennsylvania, where he is currently Associate Professor of Architecture.

The officials of a private yacht club are contemplating the erection of a pavilion, adjacent to club property, which is to serve as a shelter for officials judging yacht races. The club property consists of the west end of a rocky peninsula projecting out into a large bay. The property at this point is 90 feet wide and consists of a rocky plateau with a straight 6 foot drop to the mean high water level.

It is planned to construct the pavilion out in the water off the end of the peninsula in order to provide the best vantage point for the observation of races. The pavilion is to be connected to land by a light foot-bridge. No boats will pass between the pavilion and the shore.

Provisions are to be made for the protective shelter of

six judges who will be seated at a continuous table facing the bay. A signal mast and yardarm is to be provided, in addition to a washroom and small galley for preparation of light refreshments. Special attention should be paid by the designer in providing maximum convenience to the judges for visibility, protection against sun glare (both direct and reflected from the water), and protection from wind, spray, and sudden squalls.

REQUIRED: (Sheet size 22" x 30")

Plan of pavilion and bridge at $\frac{1}{8}$ " scale. Section at $\frac{1}{8}$ " scale taken in a direction which most clearly explains the construction. Perspective in color, at as large a scale as possible.

PROVIDE COMFORTABLE SHELTER FOR

NOTE: A record of the date selected for this sketch by the supervisor must be forwarded to the Beaux-Arts Institute of Design as soon as determined. Sketches must be forwarded to the B. A. I. D. after the exercise.

The text of the program must be kept confidential before date of exercise.

NOTE: THE DESIGNER IS TO BE RESPONSIBLE FOR THE

AREA. FURTHERMORE, THE JURY FEEL

THE DESIGNER IS TO BE RESPONSIBLE FOR THE

Single Problem Registration: Students may submit one problem and corresponding nine-hour sketch for judgment upon the payment of a fee of \$2.50 at the time of making sketch for the problem. Individual nine-hour sketch may be submitted on payment of \$1.00.

The sketch may be presented on drawing paper or board and must not exceed 22" x 30" and must have a half inch unrendered margin on all four sides. The student must print in the lower right-hand corner:

(a) the student's full name.

(b) his school or atelier; or the name and address of supervisor.

(c) the grade and title of the competition.

The space for this identification must not be smaller than $1\frac{1}{2}$ " x 3".

Failure to comply with the requirements as stated in the Circular of Information for 1948-1949 shall exclude drawing from judgment. Copy will be sent on request.

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Judgment will be held in the week of—January 4-8, 1949

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CLASS B SKETCH II—A JUDGES' PAVILION FOR YACHT RACES

Author—Eugene Wasserman, Philadelphia, Pa.

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REQUIRED (sheet size 22" x 30")

Plan of pavilion and bridge at $\frac{1}{8}"$ scale. Section at $\frac{1}{4}"$ scale taken in a direction which most clearly explains the construction. Perspective in color at as large a scale as possible.

The officials of a private yacht club are contemplating the erection of a pavilion, adjacent to club property, which is to serve as a shelter for officials judging yacht races. The club property consists of the west end of a rocky peninsula projecting out into a large bay. The property at this point is 90 feet wide and consists of a rocky plateau with a straight 6 foot drop to the main high water level.

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Failure to comply with the requirements as stated in the Circular of Information for 1948-1949 will exclude drawing from judgment. Copy will be sent on request.

CLASS B SKETCH II - SPIERING PRIZE COMPETITION
A JUDGES' PAVILION FOR YACHT RACES

AUTHOR - EUGENE WASSERMAN, PHILADELPHIA, PA.

JURY OF AWARD - JANUARY 6, 1949

ALFRED FELLHEIMER
HARMON H. GOLDSTONE
OLINDO GROSSI

J. STANLEY SHARP
EDWARD K. SLATER

JOHN STENKEN
JEAN P. TROUCHAUD
OSCAR F. WIGGINS

SCHOOL REPRESENTATIVE: DONALD A. HAMILTON, OKLAHOMA AGRIC. & MECH. COLLEGE

PARTICIPANTS:

CHICAGO ARCHITECTURAL CLUB
LAYTON SCHOOL OF ART, ARCHT. ATELIER
OKLAHOMA AGRIC. & MECH. COLLEGE
PENNSYLVANIA STATE COLLEGE
PRINCETON UNIVERSITY

THE RICE INSTITUTE
UNIVERSITY OF ILLINOIS, NAVY PIER CHICAGO
UNIVERSITY OF ILLINOIS, URBANA
UNIVERSITY OF PENNSYLVANIA
WESTERN RESERVE UNIVERSITY, CLEVELAND

REPORT OF THE JURY - BY OLINDO GROSSI

THIS SKETCH PROBLEM PROVED ONCE AGAIN THAT THE SIMPLER AND SMALLER THE SCOPE OF A DESIGN, THE MORE DIFFICULT ITS SOLUTION. THE JURY FELT THAT MANY OF THE STUDENTS STROVE TOO HARD TO MAKE THE SMALL PAVILION STRUCTURALLY COMPLICATED. APPLIED ELEMENTS AND IMPRACTICAL FORMS IMITATIVE OF THEORETICAL BUT UNSUITABLE STRUCTURAL SYSTEMS WERE MADE TO ASSUME IMPORTANT BUT IRRATIONAL DESIGN SIGNIFICANCE.

THE JURY LOOKED FOR THE SIMPLE ORGANIZATION OF A SMALL PAVILION THAT WOULD PROVIDE COMFORTABLE SHELTER FOR THE OBSERVATION OF RACES AND WHICH SUGGESTED A NAUTICAL OR YACHTING SPIRIT. SCHEMES VARIED GREATLY IN SCALE FROM THE LUXURIOUS TO THE INSUFFICIENT. IN PLAN, CREDIT WAS GIVEN TO SOLUTIONS WHICH PROVIDED BOTH INTERIOR AND EXTERIOR AREAS WITH FREE CIRCULATION BETWEEN THEM. THE SIGNAL MAST AND YARDARM, IN MANY CASES, WAS NOT EASILY CONTROLLED FROM THE JUDGES' AREA. FURTHERMORE, THE JURY FELT THAT MOST STUDENTS FAILED TO INTEGRATE PROPERLY THIS DETAIL INTO THE COMPOSITION AND THEREFORE MISSED AN OPPORTUNITY TO ACHIEVE MEANINGFUL CHARACTER. THE APPLICATION OF DECORATIVE NAUTICAL DETAIL DID NOT SEEM AS CREDITABLE AS THE DEVELOPMENT OF NAUTICAL CHARACTER FROM THE FORM, STRUCTURE AND USE OF THE BUILDING ITSELF.

THE JURY CREDITED SOLUTIONS WHICH DEFINITELY ATTEMPTED SUN AND GLARE CONTROL, AND WIND AND SPRAY PROTECTION. THE ALL GLASS "STORE FRONT" WALL WAS NOT REGARDED AS SUITABLE.

THE FOUNDATIONS OF THE PAVILION WERE AN UNDERSTANDABLY DIFFICULT PROBLEM FOR MANY STUDENTS. THE LIGHT FOOT-BRIDGE REQUIRED BY THE PROGRAM WAS OFTEN MADE TOO IMPORTANT A FEATURE AND OUT OF SCALE.

PROBABLY DUE TO LACK OF FACILITY, MANY DESIGNS SHOWED BAD PERSPECTIVE ERRORS AND POOR PROPORTIONS, WHICH DID NOT CORRESPOND TO THE PLANS. IT IS SUGGESTED THAT STUDENTS STUDY MORE CAREFULLY RELATIONSHIPS AND PROPORTIONS OF PLANES AND VOLUMES OF THEIR PERSPECTIVE SKETCHES BEFORE THEY START THEIR PRESENTATIONS.

THE SPIERING PRIZE DESIGN, BY C.L.FISSEL, UNIVERSITY OF PENNSYLVANIA, SHOWED CAREFUL CONSIDERATION OF SUN CONTROL, THROUGH THE USE OF LOUVRES. THESE WOULD REFLECT DIRECT SUNLIGHT AND AT THE SAME TIME PERMIT REFLECTED GLARE FROM THE WATER TO PASS UP THROUGH THE OPENINGS. A CANVAS SHIELD, NEAR FLOOR LEVEL, WAS ALSO USED TO LESSEN THE GLARE AND AFFORD SPRAY PROTECTION. THE PAVILION WAS CONSIDERED TO BE OUTSTANDINGLY GOOD IN DESIGN. IT WAS DIRECT, SIMPLE AND REALISTIC WITH A NAUTICAL CHARACTER DERIVED FROM ITS FORM, DETAILS AND MATERIALS. A SLIGHT OBSTRUCTION TO VISIBILITY WAS NOTED IN THE WOOD MULLIONS IN FRONT OF THE JUDGES' TABLE. THE MAST HAD A PROPER EMPHASIS AND WAS DIRECTLY ACCESSIBLE. THE ENCLOSED AND OPEN SPACES WERE PLEASANTLY RELATED. THE DESIGN WAS WELL PRESENTED WITH EXCELLENT DRAFTSMANSHIP.

THE DESIGN SUBMITTED BY W.GREENHOUSE, UNIVERSITY OF PENNSYLVANIA - HALF MENTION, CONSISTED OF AN ELEGANT, LIGHT STRUCTURE WITH UNCLUTTERED OPEN FRONT ABOVE THE RAIL. ITS NAUTICAL CHARACTER WAS CLEARLY EXPRESSED WITHOUT THE APPLICATION OF DECORATION.

THE SUBMISSION BY D.M.SIMMONS, PRINCETON UNIVERSITY - HALF MENTION, WITH ITS SIMPLE PIPE FRAME AND CANVAS ROOF HAD A LIGHT, TEMPORARY AND SALTY FEELING. THE HIGH COUNTER FOR PROTECTION FROM THE ELEMENTS AND GLARE WAS LIKED. THOUGH THIS PAVILION SEEMED TOO LOW IN THE WATER AND WAS PRESENTED WEAKLY, IT GAINED FAVORABLE COMMENT FOR ITS FORM.

THE DESIGN BY R.VANLANEN, LAYTON SCHOOL OF ART, ARCHTL. ATELIER - HALF MENTION, WAS VERY COMPACT, PRACTICAL AND REALISTIC. THE SMALL AMOUNT OF GLASS WAS FAVORABLY COMMENTED ON BY THE JURY. HOWEVER, THIS SKETCH WAS UNFORTUNATELY OUT OF PROPORTION WITH ITS PLAN, AND OTHER PERSPECTIVE ERRORS WERE EVIDENT. THE TRANSITION FROM THE STONE BASE TO THE PAVILION ITSELF WAS CONSIDERED POOR.

SUMMARY OF AWARDS:

1 MENTION 18 HALF MENTION 290 NO AWARD 309 TOTAL SUBMITTED

LAYTON SCHOOL OF ART, ARCHTL.ATELIER: HALF MENTION- R.VANLANEN.

OKLAHOMA AGRIC. & MECH. COLLEGE: HALF MENTION- W.HALL, A.VAWTER

PRINCETON UNIVERSITY: HALF MENTION- D.M.SIMMONS.

UNIVERSITY OF ILLINOIS, NAVY PIER CHICAGO: HALF MENTION- W.G.QUAM.

UNIVERSITY OF ILLINOIS, URBANA: HALF MENTION- J.M.BATTERSBY, R.E.BOLES,

B.D.BOSWELL, B.H.FRANK, J.D.HUBBARD, R.E.MCCRACKEN, JR., H.R.SHAFFER,

R.D.WARNER, G.C.WINTEROWD.

UNIVERSITY OF PENNSYLVANIA: MENTION- C.L.FISSEL, SPIERING PRIZE. HALF MENTION-

W.GREENHOUSE, W.H.MACAULEY, JR., R.Y.OKAMOTO, E.J.HIGGINS

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CLASS B SKETCH II - A JUDGES' PAVILION FOR YACHT RACES - SPIERING PRIZE

39. C.L.FISSEL, UNIV. OF PA. MENTION & PRIZE

41. D.M.SIMMONS, PRINCETON U.

40. W.GREENHOUSE, JR. UNIV. OF PA. HALF MENTION

42. R.VANLANEN, LAYTON ART SCH.

BEAUX-ARTS INSTITUTE OF DESIGN

115 East 40th Street, New York 16, N. Y.

DEPARTMENT OF ARCHITECTURE—1948-1949—FIFTY-SIXTH SCHOOL YEAR

Program issued and completed in any

Five Consecutive Weeks between —October 25, 1948—December 20, 1948

Judgment will be held in the week of—January 4-8, 1949

ARCHITECTURAL RECORD PRIZE

Two prizes of \$50.00 each will be awarded for the Class A Problem II by the Architectural Record Magazine. The first prize will be \$50, the second prize \$25.00.

CLASS A PROBLEM II—A HIGH SCHOOL

Author—Lawrence B. Perkins, Chicago, Illinois

Mr. Lawrence B. Perkins is the son of Dwight H. Perkins (Perkins, Fellows & Hamilton), pioneer school architect and of Lucy F. Perkins, author and illustrator of "Dutch Twins," "Japanese Twins," etc. Mr. Perkins attended Cornell University. He is a member of the firm of Perkins & Will, Architects-Engineers. His firm designed the Crow School in Winnetka and the Rugen School in Glenview, as well as other schools, residences, churches and some industrial work.

SITE:

The site available is given on the attached drawing.

The school board of an American city of 22,128 population has decided to face up to its pressing problems. The town's several small industries—chiefly chemical—attracted increased population during the war and the present high school building is already seriously overcrowded. It is forty years old and is on an unexpansible site between the business section and the industrial area of the city. Conferences with the elementary school board have disclosed that greatly increased enrollments in the lower grades will shortly further increase the high school enrollment. Accordingly, the Board has decided to erect a new two-story high school building.

CAPACITY:

The high school is to be designed to accommodate 750 pupils and a faculty of 18 women and 12 men.

Class groups normally will consist of 30 pupils. However, in home arts, arts and crafts, and industrial art courses, class groups will consist of 15 pupils. Some departments have advanced courses with class groups of 12 to 15 pupils. All music class groups will be double classes or 60 pupils. Gym classes for boys or girls will consist of 30 pupils. However, boys' locker rooms must provide for a football squad of 60.

ALLOWANCES:

It is agreed that in the face of spiralling building costs, space requirements must be held to minimum acceptable standards. The following table of square feet of floor area per pupil for various activities has been agreed upon:

Mathematics, English and Languages	22 sq. ft.
Social Studies and Commercial	30 sq. ft.
Science Laboratories	35 sq. ft.
Home Arts, Arts & Crafts, Industrial Arts	45 sq. ft.
Study Halls	15 sq. ft.
Auditorium	7 sq. ft.
Cafeteria	12 sq. ft.

CIRCULATION:

Based on the local building code and discussions with the client, the following factors regarding corridors and exits have been determined:

- Lockers 12" x 12" x 60" for each student should be provided along walls of corridors.
- Clear corridor width, exclusive of locker door swing, should be 10 ft. for major corridors or 8 ft. for secondary corridors.
- For places of assembly such as auditorium and gymnasium, combined exit width shall be equal to 2 ft. for each 100 people accommodated.
- Stairways connecting any two floors may be open.
- Stairways connecting more than two levels shall be of enclosed type.

REQUIRED FACILITIES:

- Administrative Area**—Consists of waiting space and general office, superintendent's office (where board meetings are held), principal's office and office for guidance counselor.

Provide vault and storage for office supplies and school textbooks. Under this heading but not necessarily a part of the administrative suite, is the health unit, consisting of small waiting room, nurse's office, and examination room. This latter room must have one dimension of at least 20 feet for examination testing purposes. Administrative and health facilities should be held to a total of 1800 sq. ft.

- Library**—Library should be so placed that it will assume its proper role as the heart of the school. It should provide for leisure reading as well as study. Books will be stored on open shelves in the Library and current periodicals and magazines should be readily available. A small conference room should open off the library. Librarian's desk should have easy supervision of this room and all parts of the library. Adjacent to the librarian's desk provide for librarian's work room and storage for periodicals and audio-visual aids. Allow 1800 sq. ft. for library and auxiliary rooms.

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CLASS A PROBLEM II—A HIGH SCHOOL

Author—Lawrence B. Perkins, Chicago, Illinois

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SITE:

The site available is given on the attached drawing.

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CIRCULATION:

Based on the local building code and discussions with the client, the following factors regarding corridors and exits have been determined:

- Locker 12" x 12" x 60" for each student should be provided along walls of corridors.
- Clear corridor width, exclusive of locker door swing, should be 10 ft. for major corridors or 8 ft. for short minor corridors.
- For places of assembly such as auditorium and gymnasium, combined exit width shall be equal to 22" for each 100 people accommodated.
- Stairways connecting any two floors may be open.
- Stairways connecting more than two levels shall be of enclosed type.

REQUIRED FACILITIES:

- Administrative Area—Consists of waiting space and general office, superintendent's office (where board meetings are held), principals' office and office for guidance counselor.
Provide vault and storage for office supplies and school textbooks. Under this heading but not necessarily a part of the administrative suite, is the health unit, consisting of small waiting room, nurses' office, and examination room. This latter room must have one dimension of at least 20 feet for eye testing purposes. Administrative and health facilities should be held to a total of 1800 sq. ft.

- Library—Library should be so placed that it will assume its proper role as the heart of the school. It should provide for leisure reading as well as study. Books will be stored on open shelves in the library and current periodicals and magazines should be readily available. A small conference room should open off the library. Librarian's desk should have easy supervision of this room and all parts of the library. Adjacent to the librarian's desk provide Librarian's work room and storage for periodicals and audio-visual aids. Allow 1800 sq. ft. for library and auxiliary rooms.

CAPACITY:

The high school is to be designed to accommodate 750 pupils and a faculty of 18 women and 12 men.

Class groups normally will consist of 30 pupils. However, in home arts, arts and crafts, and industrial art courses class groups will consist of 15 pupils. Some departments have advanced courses with class groups of 12 to 15 pupils. All music class groups will be double classes or 60 pupils. Gym classes for boys or girls will consist of 30 pupils. However, boys' locker rooms must provide for a football squad of 60.

ALLOWANCES:

It is agreed that in the face of spiralling building costs space requirement must be held to minimum acceptable standards. The following table of square feet of floor area per pupil for various activities has been agreed upon:

Cafeteria	12 sq. ft.
Auditorium	7 sq. ft.
Study Halls	15 sq. ft.
Home Arts & Crafts, Industrial Arts	45 sq. ft.
Science Laboratories	35 sq. ft.
Social Studies and Commercial	30 sq. ft.
Mathematics, English and Languages	22 sq. ft.

margin and in all cases as to the number of seats.

to the main hall. The main hall should be 100 feet long and 50 feet wide and have a wash room accessible to both shops.

(3) Industrial Arts—Provide two areas, one for general shop class and one for agriculture or home economics. Provide a wash room accessible to both shops.

(2) Arts and Craft—Provide an art room and a craft room.

(1) Home Arts—Provide an area with four alcove kitchen for cooking class with an adjoining area for sewing class. In addition, provide a small dining room, a model sitting room and toilet. The sitting room will have a drop leaf dining table, living room furniture and folding bed.

Individual requirements of the various areas are as follows:

Workshop area. A common planning room 350 sq. ft. in area will be used by these departments. Provide appropriate and adequate storage space for each department.

various areas, especially of the kind of classes included. It is that it is use of glass partitions will give necessary physical separation of classes while maintaining the visual unity of a continuous workshop area.

Manual Skills—The school's educational philosophy emphasizes the relationship of the skills taught in the departments of home arts, arts and crafts, and industrial arts. Accordingly, an integrated area for these departments is desired. The plan for the various areas, especially of the kind of classes included, is that it is use of glass partitions will give necessary physical separation of classes while maintaining the visual unity of a continuous workshop area.

Commercial Department—Provide one classroom each for bookkeeping, for typewriting and for short-hand. A small classroom for 15 students will be used for class in business law, and for discussion of business material. A duplicating room of approximately 200 sq. ft. should be provided.

Physical Sciences—The school should be an integrated area for physical science, biology, and chemistry. Provide a dark room for the physics laboratory. A common lecture room seating a class of 30 will be used by the department.

Social Studies—The department should have three rooms. Provide an office and a conference room for the department.

Academic Subjects—The department of mathematics of languages and of English each require three classrooms and smaller classroom for additional classes. A department office and a conference room for the department. In addition to these requirements the English department requires a speech room seating 30 students and having a platform stage at one end and at the opposite end a room for radio and a sound control room housing the school's public address system. Sound studio will be used to make recording and for practicing skills and other programs in connection with the speech class and for instruction in the public address class. Studio should have a large window into the observation purposes.

Study Halls—Adding the library provide two study halls each seating 120 pupils.

Music Department—Provide rehearsal room for instrumental music classes with access to storage space for instruments and band uniforms. Provide rehearsal room for vocal music with a music library. A music library should be provided and an office for the director of music and for the director of instrumental music. Provide four practice rooms, with average size of 100 sq. ft.

P. Drives and Parking—Provide entrance driveway, service and faculty parking for visiting faculty (150 cars), and public parking for students (150 cars).

O. Custodial Facilities—Provide janitor's closet in each major corridor. Other required custodial spaces are as follows:
Custodian's Office with Toilet & Shower 200 sq. ft.
Boiler Room 700 sq. ft.
Fuel Storage 400 sq. ft.
Receiving Room 100 sq. ft.
Repair Shop 500 sq. ft.
Supply Room 350 sq. ft.

N. Toilets—General toilets should be provided at appropriate locations having combined facilities of 14 water closets, and 7 lavatories for girls, and 6 water closets, 10 urinals, and 7 lavatories for boys.

M. Teachers' Rooms—A teachers' room with toilet should be provided for women teachers and a men teachers' work room should be provided near the library.

L. Cafeteria—Cafeteria should seat 250 pupils in main room and 30 teachers in a faculty dining room. Entrance to the cafeteria should be through serving corridor between the kitchen and the main cafeteria room. It is planned that the cafeteria be used as a visual aid room at other times.

K. Auditorium—Auditorium should seat 250 and have stage 30 ft. deep and at least the full width of auditorium. Stage opening should be not more than one-half stage width.

J. Outdoor Facilities—The development should provide exhibition football field and exhibition baseball field with seating for each. Two playgrounds and two boys' playgrounds are needed. A group of four tennis courts is required.

I. Indoor Facilities—A gymnasium with 10,000 sq. ft. floor area is required. Seating for 1,500 spectators by means of folding bleachers should be planned within this area. Gymnasium should have a full partition to divide it into two gymnasiums for gym classes. In addition to the gymnasium space, suitable location for the gymnasium space, suitable location for shower room, drying room, lockers, instructor's office should be provided for gym classes and for boys' classes. Public lobby, lockers are required for exhibition games. Equipment storage room (400 sq. ft. each) and a uniform drying room (200 sq. ft.) are required.

H. Physical Education Facilities
(1) Indoor Facilities—A gymnasium with 10,000 sq. ft. floor area is required. Seating for 1,500 spectators by means of folding bleachers should be planned within this area. Gymnasium should have a full partition to divide it into two gymnasiums for gym classes. In addition to the gymnasium space, suitable location for the gymnasium space, suitable location for shower room, drying room, lockers, instructor's office should be provided for gym classes and for boys' classes. Public lobby, lockers are required for exhibition games. Equipment storage room (400 sq. ft. each) and a uniform drying room (200 sq. ft.) are required.

G. Music Department—Provide rehearsal room for instrumental music classes with access to storage space for instruments and band uniforms. Provide rehearsal room for vocal music with a music library. A music library should be provided and an office for the director of music and for the director of instrumental music. Provide four practice rooms, with average size of 100 sq. ft.

F. Study Halls—Adding the library provide two study halls each seating 120 pupils.

E. Academic Subjects—The department of mathematics of languages and of English each require three classrooms and smaller classroom for additional classes. A department office and a conference room for the department. In addition to these requirements the English department requires a speech room seating 30 students and having a platform stage at one end and at the opposite end a room for radio and a sound control room housing the school's public address system. Sound studio will be used to make recording and for practicing skills and other programs in connection with the speech class and for instruction in the public address class. Studio should have a large window into the observation purposes.

D. Social Studies—The department should have three rooms. Provide an office and a conference room for the department.

C. Physical Sciences—The school should be an integrated area for physical science, biology, and chemistry. Provide a dark room for the physics laboratory. A common lecture room seating a class of 30 will be used by the department.

B. Commercial Department—Provide one classroom each for bookkeeping, for typewriting and for short-hand. A small classroom for 15 students will be used for class in business law, and for discussion of business material. A duplicating room of approximately 200 sq. ft. should be provided.

A. Manual Skills—The school's educational philosophy emphasizes the relationship of the skills taught in the departments of home arts, arts and crafts, and industrial arts. Accordingly, an integrated area for these departments is desired. The plan for the various areas, especially of the kind of classes included, is that it is use of glass partitions will give necessary physical separation of classes while maintaining the visual unity of a continuous workshop area.

- C. **Study Halls**—Adjoining the library provide two study halls each seating 120 pupils.
- D. **Academic Subjects**—The departments of mathematics, of languages, and of English each require three classrooms, one smaller classroom for advanced classes, a department office, and a consultation room for the department. In addition to these requirements the English department requires a speech room seating 30 students and having a platform stage at one end and at the opposite end a sound studio and a sound control room housing the school's public address system. Sound studio will be used to make recordings and for originating skits and other programs in connection with the speech class and for transmission over the public address system. Studio should have a large window into speech room for observation purposes.
- E. **Social Studies**—This department requires three classrooms. Provide an office and a conference room for the department.
- F. **Physical Sciences**—This should be an integrated department having a chemistry laboratory, physics laboratory, and biology laboratory. Provide a storage room and a work room for each laboratory and a dark room for the physics laboratory. A common lecture room seating a class of 30 will be used by the department.
- G. **Commercial Department**—Provide one classroom each for bookkeeping, for typewriting and for shorthand. A small classroom for 15 students will be used for classes in business law, and for demonstration of office machines. A duplicating room of approximately 200 sq. ft. should be provided.
- H. **Manual Skills**—The school's educational philosophy emphasizes the relationship of the skills taught in the departments of home arts, arts and crafts, and industrial arts. Accordingly, an integrated area for these departments is desired. Free flow thru the various areas especially at the change of classes, is desired. It is felt that use of glazed partitions will give necessary practical separation of classes while maintaining the visual unity of a continuous workshop area. A common planning room 350 sq. ft. in area will be used by these departments. Provide appropriate and adequate storage space for each department.

Individual requirements of the various areas are as follows:

- (1) **Home Arts**—Provide an area with four alcove kitchens for cooking class with an adjoining area for sewing class. In addition, provide a small fitting room, a model sitting room and toilet. The sitting room will have a drop leaf dining table, living room furniture and folding bed closet.
- (2) **Arts and Crafts**—Provide an arts room and a crafts room.
- (3) **Industrial Arts**—Provide two areas, one for a general shop class and one for agriculture or auto repair class. Provide a finishing room (200 sq. ft.) for general shop and a wash room accessible to both shops.

- I. **Music Department**—Provide rehearsal room for instrumental music classes with access to storage space for instruments and band uniforms. Provide rehearsal room for classes in vocal music with storage space for chorus robes. A music library (100 sq. ft.) is required and an office for the director of vocal music and for the director of instrumental music. Provide four practice rooms, with average size of 100 sq. ft.

J. **Physical Education Facilities**

- (1) **Indoor Facilities**—A gymnasium with 10,000 sq. ft. floor area is required. Seating for 1500 spectators by means of folding bleachers should be planned within this area. Gymnasium should have a folding partition to divide it into boys' and girls' gymnasiums for gym classes. In addition to the gymnasium space, suitable locker rooms, shower room, drying room, toilets and an instructor's office should be provided for girls' classes and for boys' classes. Public lobby and toilets are required for exhibition games. Two equipment storage rooms (400 sq. ft. each) and a uniform drying room (200 sq. ft.) are required.
- (2) **Outdoor Facilities**—Site development should provide exhibition football field and exhibition baseball field with seating for each. Two girls' playfields and two boys' playfields are needed. A group of four tennis courts is required.

- K. **Auditorium**—Auditorium should seat 750 and have stage 30 ft. deep and at least the full width of the auditorium. Stage opening should be not more than one-half stage width.

- L. **Cafeteria**—Cafeteria should seat 250 pupils in the main room and 30 teachers in a faculty dining room. Entrance to the cafeteria should be through serving corridor between the kitchen and the main cafeteria room. It is planned that the cafeteria will be used as a visual aid room at other than meal hours.

- M. **Teachers' Rooms**—A teachers' room with toilet should be provided for women teachers and for men teachers. A teachers' work room should be provided near the library.

- N. **Toilets**—General toilets should be provided at appropriate locations, having combined facilities equal to 14 water closets, and 7 lavatories for girls, and 6 water closets, 10 urinals, and 7 lavatories for boys.

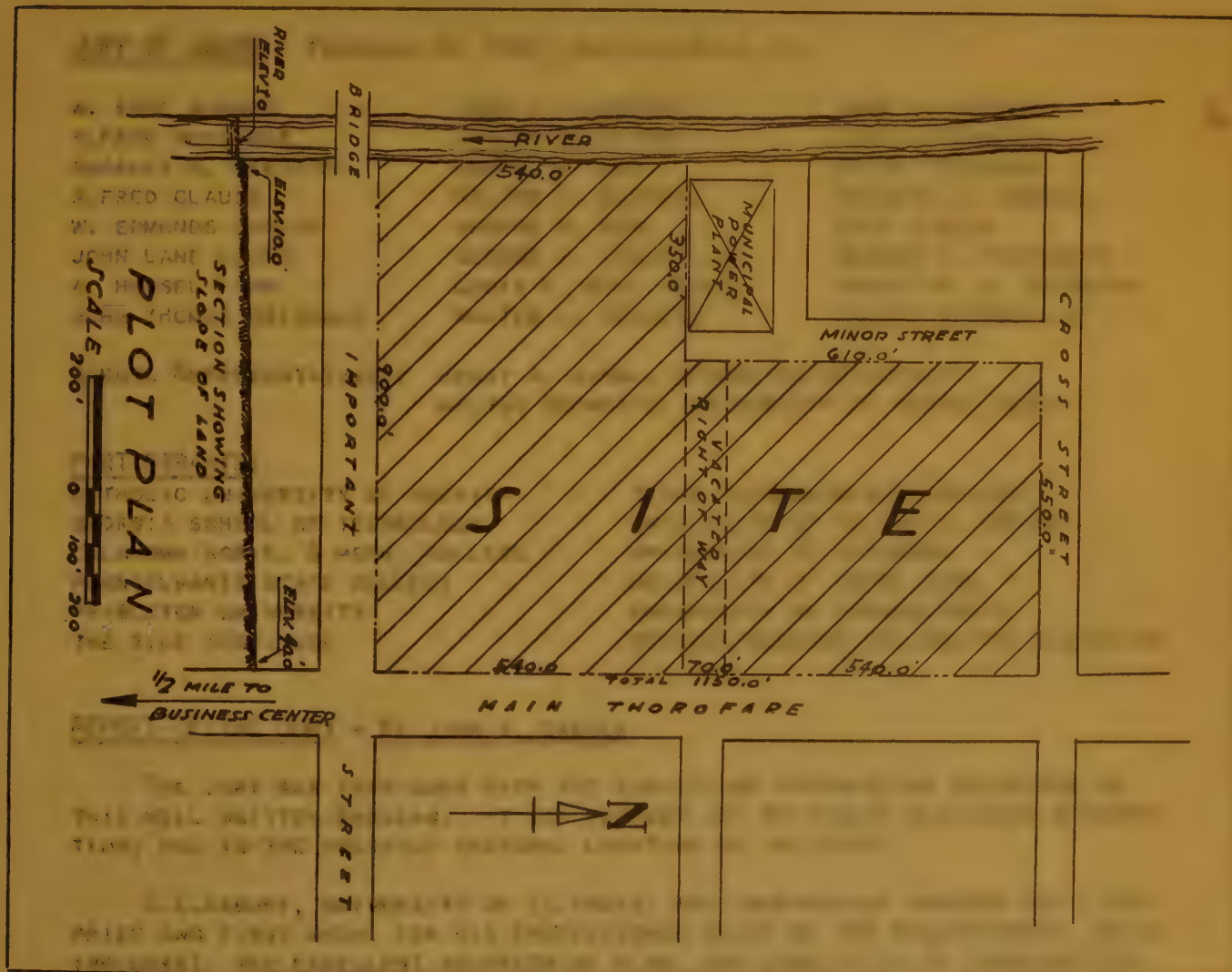
- O. **Custodial Facilities**—Provide janitors' closet for each major corridor. Other required custodial spaces are as follows:

Boiler Room	700 sq. ft.
Fuel Storage	400 sq. ft.
Receiving Room	150 sq. ft.
Repair Shop	500 sq. ft.
Supply Room	350 sq. ft.
Custodian's Office with Toilet & Shower	200 sq. ft.

- P. **Drives and Parking**—Provide entrance driveway, service road, faculty parking, parking for visitors and students (50 cars); and public parking for exhibition games (250 cars).

REQUIRED DRAWINGS: (Size 31" x 42" inclusive of 1/2" border on all sides.)

Plot plan at the scale of 200' to the inch. First and second floor plans at the scale of 1/16" to the foot. Main elevation and section at the scale of 1/16" to the foot.



NOTE: A record of the dates selected for this problem by each supervisor and school must be forwarded to the Beaux-Arts Institute of Design as soon as determined.

The text of all programs must be kept confidential before they are issued.

Final drawings shall have a half inch unrendered border on all sides.

Drawings will be eliminated from the judgment for infringements of the following:

- Violation of requirements, or failure to pay the registration fee.
- Indefinite, illegible or insufficient indication of the solution of the problem in the final drawing.
- Omission or variation from the fixed requirements of the program.
- Failure to indicate the identifying elements as may be called for in any program.

Failure to comply with the requirements as stated in the Circular of Information for 1948-1949 shall exclude drawings from judgment. Copy will be sent on request.

Prizes may be withheld or subdivided at the discretion of the Jury.

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Drawings from judgment. Copy will be sent on request.

Failure to comply with the requirements as stated in the Circular of Information for 1948-1949 shall exclude

(b) Failure to indicate the identifying elements as may be called for in any program.

(c) Omission or variation from the fixed requirements of the program.

(b) Indefinite, illegible or insufficient indication of the solution of the problem in the final drawing.

(a) Violation of requirements, or failure to pay the registration fee.

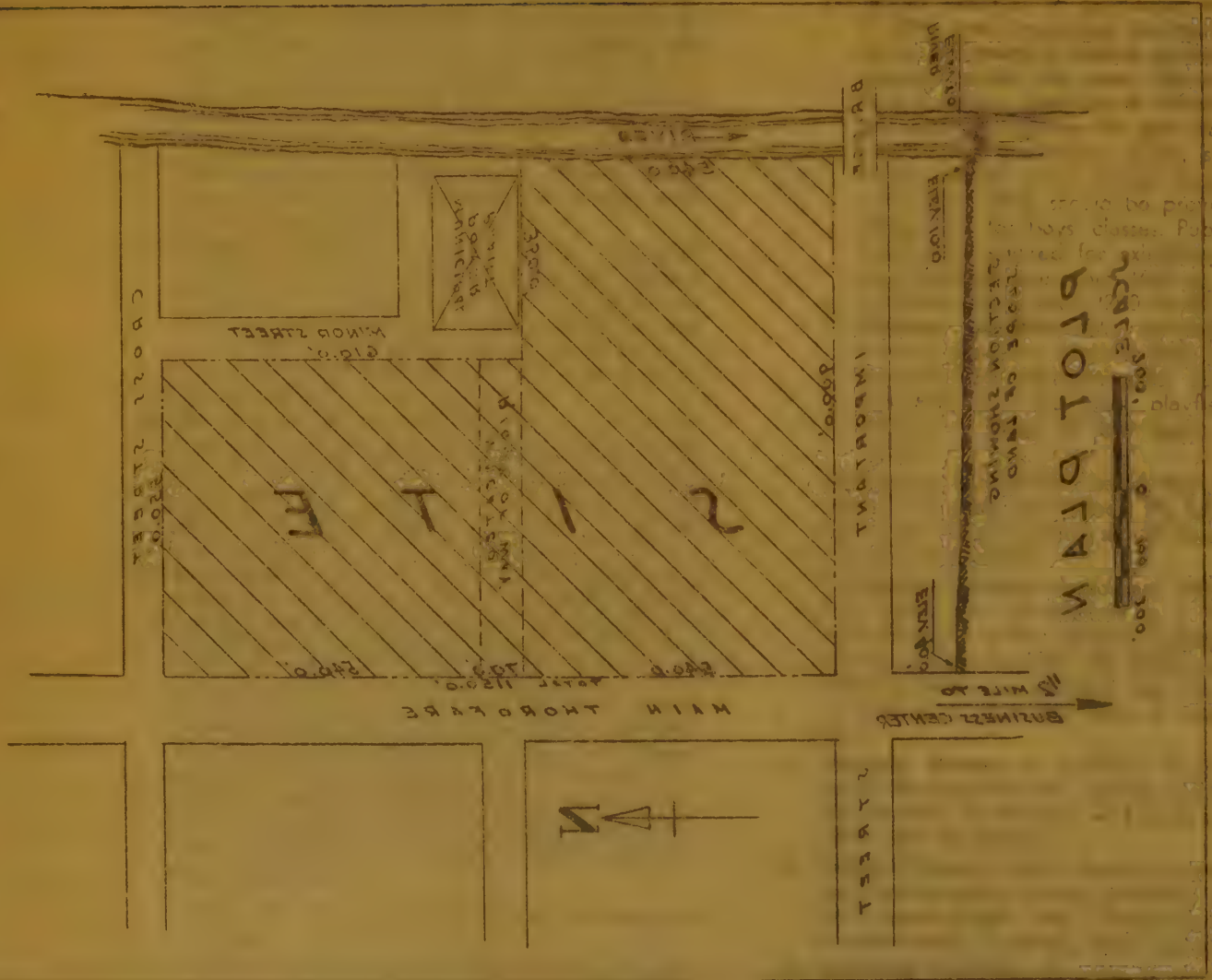
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Beaux-Arts Institute of Design as soon as determined.

NOTE: A record of the dates selected for this problem by each supervisor and school must be forwarded to the



REQUIRED DRAWINGS: (Size 31" x 42", inclusive of 1/2" border on all sides).

Plot plan at the scale of 1/8" to the foot. First and second floor plans at the scale of 1/16" to the foot. Main elevation and section at the scale of 1/16" to the foot.

CLASS A PROBLEM II (Page 3)

SCHOOL YEAR 1948-1949

DEPARTMENT OF ARCHITECTURE

BEAUX-ARTS INSTITUTE OF DESIGN

CLASS A PROBLEM II - ARCHITECTURAL RECORD PRIZE
A HIGH SCHOOL

AUTHOR - LAWRENCE B. PERKINS, CHICAGO, ILLINOIS

JURY OF AWARD - FEBRUARY 4, 1949; PHILADELPHIA, PA.

W. POPE BARNEY	JOHN F. HARBESON	JOHN S. CARVER
ALFRED BENDINER	JOSEPH N. HETTEL	HARRY STERNFELD
CHARLES W. BEESTON	LOUIS I. KAHN	OSCAR STONOROV
ALFRED CLAUSS	WALTER T. KARCHER	KENNETH K. STOWELL
W. EDMUNDS DUNLAP	GEORGE S. KOYL	OTTO TEEGEN
JOHN LANE EVANS	GEORGE I. LOVATT, JR.	GEORGE K. TRAUTWEIN
A. HENSEL FINK	LOUIS E. MCALLISTER	ERNEST R. G. TRIMBATH
JOHN THOMAS GRISDALE	WALTER L. SCHULTZ	JOSEPH WIGMORE, JR.

SCHOOL REPRESENTATIVES: HENRY A. JANDL, PRINCETON UNIVERSITY
MILTON SCHWARTZ, UNIVERSITY OF PENNSYLVANIA

PARTICIPANTS:

CATHOLIC UNIVERSITY OF AMERICA	TEXAS TECHNOLOGICAL COLLEGE
GEORGIA SCHOOL OF TECHNOLOGY	UNIVERSITY OF ILLINOIS, URBANA
OKLAHOMA AGRIC. & MECH. COLLEGE	UNIVERSITY OF NEBRASKA
PENNSYLVANIA STATE COLLEGE	UNIVERSITY OF NOTRE DAME
PRINCETON UNIVERSITY	UNIVERSITY OF PENNSYLVANIA
THE RICE INSTITUTE	WESTERN RESERVE UNIVERSITY, CLEVELAND

REPORT OF THE JURY - By JOHN S. CARVER

THE JURY WAS INTRIGUED WITH THE VARIETY OF INTERESTING SOLUTIONS TO THIS WELL WRITTEN PROGRAM. IT WAS DECIDED NOT TO STRESS CLASSROOM ORIENTATION, DUE TO THE POSSIBLE REGIONAL LOCATION OF THE SITE.

C.E. ASBURY, UNIVERSITY OF ILLINOIS, WAS UNANIMOUSLY AWARDED THE FIRST PRIZE AND FIRST MEDAL FOR HIS PROFESSIONAL GRASP OF THE REQUIREMENTS, WHICH INCLUDED: THE EXCELLENT SOLUTION OF PLAN, THE SIMPLICITY OF FENESTRATION, AND THE PLEASING PERSPECTIVE WHICH, COMBINED WITH THE SECTION, SHOWS HIS ABILITY TO TAKE ADVANTAGE OF EVERY POSSIBLE USE IN THE SLOPE OF THE NATURAL GRADE. THE PLOT PLAN DESERVES CAREFUL STUDY; HERE IS LANDSCAPE PLANNING AT ITS BEST. THE EAST BLEACHERS OF THE BASEBALL AND FOOTBALL FIELDS ARE BUILT ON THE SLOPE FROM UPPER LEVEL TO LOWER LEVEL. THE WEST AND NORTH BLEACHERS SERVE AS A SCREEN FOR THE LESS ATTRACTIVE MUNICIPAL POWER PLANT, ETC. THE PUBLIC PARKING IS LOCATED ON THE SAME LEVEL WITH THE AUDITORIUM, CAFETERIA AND GYMNASIUM, GIVING THE PUBLIC DIRECT ACCESS TO THESE UNITS. THE ENTRANCES AND EXITS OF THE PUBLIC PARKING AREA, USING BOTH MAIN THOROUGHFARE AND MINOR STREET, ARE WELL PLACED. THE RESTRICTED PARKING AND SERVICE DRIVE ON A LOWER LEVEL, GIVING DIRECT CONNECTION WITH THE CLASSROOM WING AND SERVICE DEPARTMENTS, IS WELL PLANNED.

AMONG THE MANY COMMENDABLE OBSERVATIONS MADE BY THE JURY WERE:

- 1.- CIRCULATION: THE EXCELLENT LOCATION OF THE POINTS OF EGRESS AND THE EASE OF CIRCULATION, BOTH VERTICAL AND HORIZONTAL.
- 2.- ADMINISTRATION: COMPLETE CONTROL OF ALL UNITS.
- 3.- LIBRARY AND STUDY HALLS: CENTRALLY LOCATED, EASILY REACHED.
- 4.- THE CLASSROOM UNITS, THE ARTS AND CRAFTS AND THE SHOPS ARE WELL GROUPED AND LOCATED.
- 5.- AUDITORIUM, GYMNASIUM AND CAFETERIA: ALL ARE WELL PLANNED, EASILY ACCESSIBLE TO STUDENT AND PUBLIC ALIKE, AND READILY ADAPTED TO SEPARATE EVENING USE.
- 6.- PHYSICAL EDUCATION UNIT: WELL PLACED AWAY FROM QUIET ZONE AND ADJACENT TO PLAY FIELDS.
- 7.- MUSIC DEPARTMENT: IDEALLY LOCATED, ADJACENT TO AUDITORIUM AND ENTIRELY SEPARATED FROM QUIET ZONE.
- 8.- BOILER ROOM: ITS LOCATION PERMITS CONCENTRATION OF MECHANICAL FACILITIES, AND DIRECT HEAT RUNS TO VARIOUS UNITS OPERATED FOR EVENING AFFAIRS.

THE FLEXIBILITY OF FENESTRATION AND PLAN IN THE CLASSROOM UNITS IS COMMENDABLE.

J.K.PLEPEL, UNIVERSITY OF ILLINOIS, WAS AWARDED A SECOND PRIZE AND FIRST MEDAL FOR HIS EXCELLENT SOLUTION OF THE REQUIREMENTS. THIS PROBLEM SHOWS A DISTINCTIVE FLAIR FOR FREEDOM IN DESIGN. THE PLAN HAS MANY ATTRACTIVE FEATURES, AND THE VARIOUS UNITS ARE WELL PLACED. MANY OF THE OBSERVATIONS MADE IN THE FIRST PRIZE SUMMARY APPLY TO THIS PROBLEM, WITH THE POSSIBLE EXCEPTION OF THE BOILER ROOM LOCATION, WHICH IS ISOLATED FROM THE LARGER ELEMENTS USED FOR EVENING AFFAIRS. THE PLACING OF THE LOCKER ROOMS ON THE SAME LEVEL WITH THE GYMNASIUM AND ADJACENT TO PLAYFIELDS WAS COMMENDED. THE CLASSROOMS ALL ON THE SECOND FLOOR, THE SEPARATE UNITS OF THE SCIENCES, THE ARTS, THE LIBRARY, ADMINISTRATION, AND MUSIC SHOW SERIOUS STUDY AND SUCCESSFUL PLANNING.

R.J.SHERBURNE, UNIVERSITY OF ILLINOIS, WAS AWARDED THE SECOND PRIZE AND FIRST MEDAL ALSO, FOR HIS INTERESTING SOLUTION OF BOTH SITE AND BUILDING PLANS. THE NOVEL GROUPING OF AUDITORIUM, GYMNASIUM, AND CAFETERIA IN ONE SOLID MASS, EACH OF WHICH CONNECTS DIRECTLY TO A GENEROUS FOYER, WAS CONSIDERED BY MANY HIGHLY COMMENDABLE. THE COMPLETE SEPARATION BETWEEN THAT PORTION OF THE BUILDING CONTAINING THE CLASSROOM UNITS AND THE MASS CONTAINING THE LARGE UNITS WAS DEEMED WORTHY OF SPECIAL MENTION. THE JURY FELT THAT FURTHER STUDY WAS NEEDED IN THE PLANNING OF THE MUSIC, ARTS AND CRAFTS, AND SEVERAL OTHER DEPARTMENTS, BUT AS A WHOLE IT WAS AN EXCEPTIONAL PROJECT.

R.E.LAMBORGHINI, UNIVERSITY OF PENNSYLVANIA, AWARDED A FIRST MEDAL: THIS PROBLEM WAS ONE OF THE FEW TO TAKE ADVANTAGE OF THE RIVER VIEW. THE CLASSROOM UNIT IS WELL PROTECTED FROM TRAFFIC NOISE, AND THE OTHER FACILITIES ARE WELL PLANNED. THE USE OF THE PUBLIC PARKING AREA FOR HARD SURFACE PLAY AREA WAS COMMENDABLE. THIS PROBLEM WAS INSPIRING IN ITS ATTRACTIVE PRESENTATION.

J.E.CRUME, UNIVERSITY OF ILLINOIS, FIRST MEDAL: THIS PROBLEM SHOWS SINCERE STUDY IN THE PLANNING OF THE VARIOUS DEPARTMENTS, AND PRESENTED AN INTERESTING SOLUTION. THE JURY FELT A GREEN BELT WAS NEEDED BETWEEN THE PUBLIC PARKING AND THE MAIN THOROUGHFARE, AND QUESTIONED THE SERVICE DRIVE SEPARATING THE GIRLS' LOCKER ROOM AND THE PLAYFIELDS. THE SECTION AND ELEVATION WERE COMMENDED.

J.N.SMITH, GEORGIA SCHOOL OF TECHNOLOGY, FIRST MEDAL: ANOTHER INTERESTING SITE PLAN, WHICH TAKES INTO CONSIDERATION CLIMATE CONDITIONS IN DEVELOPING THE BUILDING PLAN. THE ADMINISTRATION CONTROL, THE LIBRARY GROUP, AND THE MANUAL ARTS ARE WELL PLANNED AND PLACED. THE PHYSICAL EDUCATION DEPARTMENT LAYOUT AND CONNECTION TO PLAYFIELDS WAS COMMENDED, AS WAS THE GROUPING OF THE LARGE UNITS USED BY PUBLIC AND STUDENTS ALIKE.

B.A.SNYDER, UNIVERSITY OF ILLINOIS, FIRST MEDAL: THIS PROBLEM TAKES ADVANTAGE OF MINOR STREET FOR STUDENT ENTRANCE TO SCHOOL, AND PLACES PUBLIC PARKING AT REAR OF SCHOOL, WHICH PERMITS CONCENTRATION OF OUTDOOR FACILITIES OF THE PHYSICAL EDUCATION DEPARTMENT IN ONE AREA. PUBLIC ENTRANCE TO GYMNASIUM ENTIRELY SEPARATED FROM OTHER UNITS, AND ACCESSIBLE TO PARKING AS WELL AS PEDESTRIANS, IS EXCELLENTLY PLANNED. THE LIBRARY AND CAFETERIA ARE WELL PLACED, BOTH HAVING A VIEW OF ATTRACTIVE GARDENS.

J.J.JORDAN, UNIVERSITY OF ILLINOIS, FIRST MEDAL: THE SITE PLAN IS WELL STUDIED AND PUBLIC PARKING ADMIRABLY PLANNED. PHYSICAL OUTDOOR ACTIVITIES DIRECTLY ACCESSIBLE FROM LOCKER ROOM. THIS PROBLEM AS A WHOLE IS VERY WELL STUDIED, WITH MANY ATTRACTIVE FEATURES. THE JURY CONSIDERED THE ELEVATION WORTHY OF COMMENT.

E.I.CALLAHAN, UNIVERSITY OF ILLINOIS, FIRST MEDAL: EXCELLENT USE IS MADE OF CHANGE IN GRADE IN THE PLANNING OF BUILDING AND SITES. THE DELIGHTFUL GROUPING OF UNITS AROUND AN ATTRACTIVE COURT WAS WELL RECEIVED. SIMPLICITY OF CIRCULATION TO THE GYMNASIUM AND AUDITORIUM FOR BOTH PUBLIC AND STUDENT USE, AND THE ADMINISTRATION CONTROL, WERE COMMENDED. ALL UNITS ARE WELL PLACED.

SUMMARY OF AWARDS:

9 FIRST MEDAL 11 SECOND MEDAL 87 MENTION 80 NO AWARD 187 TOTAL

CATHOLIC UNIVERSITY OF AMERICA: SECOND MEDAL- R.ALLARD. MENTION-C.T.HARMON
GEORGIA SCHOOL OF TECHNOLOGY: FIRST MEDAL- J.N.SMITH. MENTION- M.POUND.
OKLAHOMA AGRIC. & MECH. COLLEGE: MENTION- J.D.MARSHALL, C.WILLIAMS,
D.WATKINS.

PENNSYLVANIA STATE COLLEGE: SECOND MEDAL- W.H.SIPPEL, JR., MENTION-
H.C.ANDERSON, R.T.FREISTAK, A.GROSSMAN, E.G.REVNESS, H.B.GATES, JR.
PRINCETON UNIVERSITY: MENTION- G.H.DEXTER, J.R.DIEHL, V.GONZALEZ,
J.S.RAWLINGS, R.S.TAYLOR, JR., R.C.VENTURI, J.M.YEATTS, C.W.GOYER, JR.
THE RICE INSTITUTE: MENTION- B.MARKS.

J. E. CRANE, UNIVERSITY OF ILLINOIS, FIRST MEDAL; THIS PROGRAM IN THE
UNIVERSITY OF ILLINOIS, CHICAGO CAMPUS, WAS THE FIRST OF ITS KIND
IN THE UNITED STATES. THE PROGRAM WAS DESIGNED TO BRING THE
PUBLIC PARKING AND THE MAIN THOROUGHFARE, AND GUESTS ON THE SERVICE DRIVE
SERVING THE GUESTS' ROOM AND THE PLAYERS. THE SECTION AND
ELEVATION WERE COMPLETED.

THE PROGRAM WAS DESIGNED TO BRING THE PUBLIC PARKING AND THE
MAIN THOROUGHFARE, AND GUESTS ON THE SERVICE DRIVE SERVING THE
GUESTS' ROOM AND THE PLAYERS. THE SECTION AND ELEVATION WERE
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AND THE MAIN THOROUGHFARE, AND GUESTS ON THE SERVICE DRIVE SERVING
THE GUESTS' ROOM AND THE PLAYERS. THE SECTION AND ELEVATION WERE
COMPLETED.

SUMMARY OF RESULTS:

9 first medal 11 second medal 87 mention 187 total
OKLAHOMA AGRIC. & MECH. COLLEGE: MENTION- J. O. MARSHALL, C. WILLIAMS,
D. WATKINS.
UNIVERSITY OF ILLINOIS: J. E. CRANE, FIRST MEDAL.
UNIVERSITY OF ILLINOIS: J. E. CRANE, FIRST MEDAL.
UNIVERSITY OF ILLINOIS: J. E. CRANE, FIRST MEDAL.

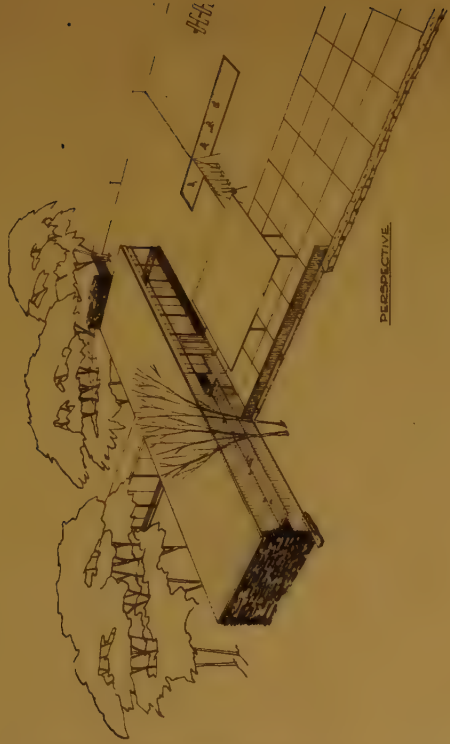
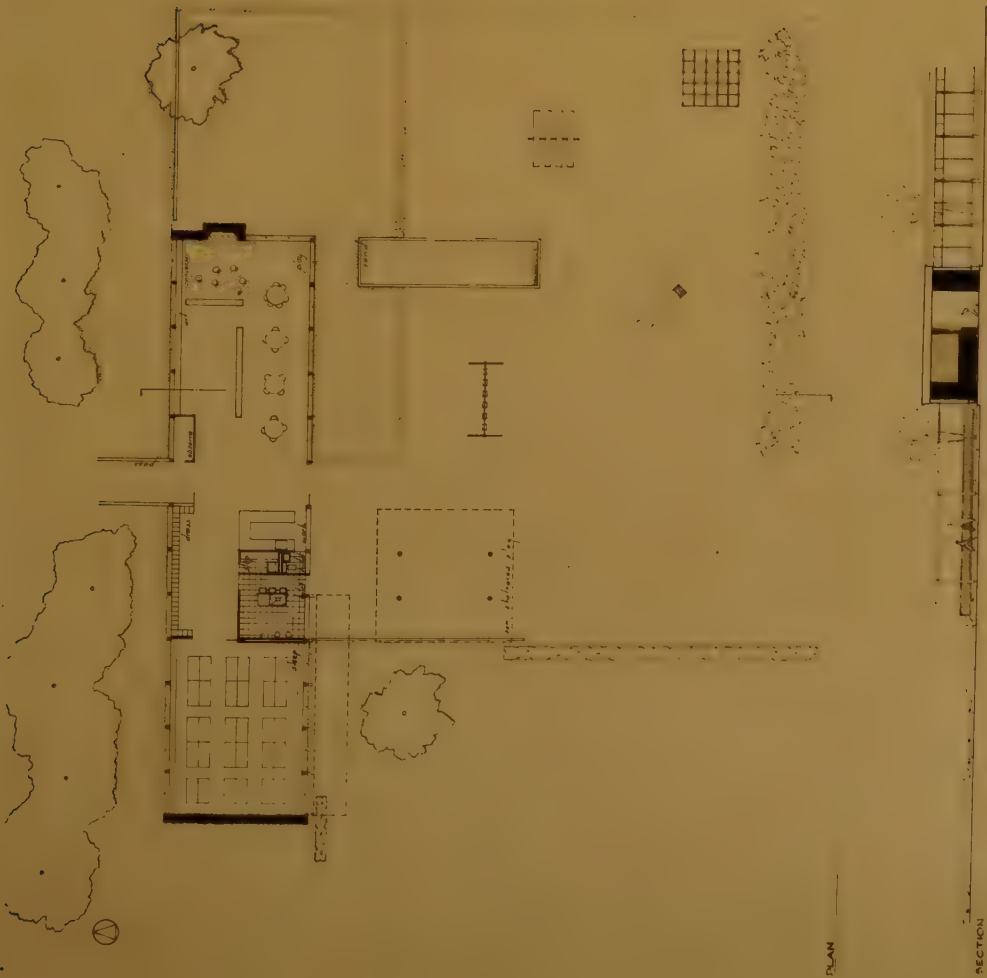
UNIVERSITY OF ILLINOIS: FIRST MEDAL- C.E.ASBURY, ARCHITECTURAL RECORD
FIRST PRIZE; J.K.PLEPEL, SECOND PRIZE; R.J.SHERBURNE, SECOND PRIZE;
E.I.CALLAHAN, J.W.CRUME, J.J.JORDAN, B.A.SNYDER.
SECOND MEDAL- G.B.GOX, A.L.KARL, R.W.MARSHALL, R.E.RASMUSSEN,
J.P.REIF, J.G.REPLINGER. MENTION- R.K.ALBYN, R.J.ANDERSON,
S.S.BIGELOW, H.H.BERG, D.L.BROOKS-MILLER, P.CASEY, C.D.FAULKNER, JR.,
R.FRIEDMAN, A.A.GOUVIS, G.P.GRAHAM, N.F.GREWE, H.E.KAISER,
D.J.KATZ, H.W.KEMP, O.KLEB, P.J.KLUMB, JR. J.W.KLUND, R.G.KNOPP,
MORT LEVINE, W.R.MARCZYK, W.C.MARGGRAF, C.J.MARSHALL, R.W.MEZANSKY,
A.W.MOFFETT, M.T.MOFFITT, F.C.NAGEL, J.W.ROCK, L.M.RUSSELL,
A.P.SALK, H.R.SAVAGE, D.SCHLICKAN, N.S.SUTER, JR. N.ZARET, S.ZYWOTOW.
UNIVERSITY OF NOTRE DAME: MENTION- J.ST.GERMAIN.
UNIVERSITY OF PENNSYLVANIA: FIRST MEDAL- R.E.LAMBORGHINI. SECOND MEDAL-
D.R.BEESON, JR., T.HARDWICK, D.H.NAUTA. MENTION- K.C.ANDERSON,
I.G.BACHMAN, A.E.BAER, J.H.BARDES, S.Z.BENDER, T.BRANDOW,
B.CALDERON, D.F.DEAN, JR., R.W.FREY, W.A.GRAY, P.A.GRUPP, H.W.LEVY
W.C.HALDEMAN, K.R.HOLMES, V.H.KUSCH, L.L.LEVIN, W.R.LIVINGSTON, JR.
J.S.LOWELL, J.A.MACARTNEY, R.C.MICKLEWRIGHT, C.W.MILLER,
J.W.PLENERT, A.POLINGER, J.D.SACKSTEDER, M.SCHWARTZ, S.F.SHIELDS
H.H.SMITH, F.B.SPIEZZLE, J.H.TRIBBIE, R.E.VAUGHN, J.H.VON GUNTEN,
R.A.YARNALL.
WESTERN RESERVE UNIVERSITY, CLEVELAND: J.S.BABCOCK.

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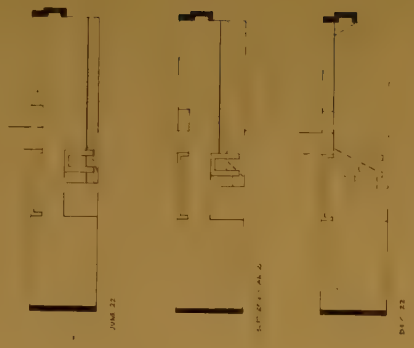
CLASS A PROBLEM II - A HIGH SCHOOL - ARCHITECTURAL RECORD PRIZE
FEBRUARY 4, 1949 PHILADELPHIA, PA. AT PENNSYLVANIA ACADEMY OF FINE ARTS

- | | | |
|-----|---|------------------------------|
| 43. | C.E.ASBURY, UNIVERSITY OF ILLINOIS | FIRST MEDAL AND FIRST PRIZE |
| 44. | J.K.PLEPEL, UNIVERSITY OF ILLINOIS | FIRST MEDAL AND SECOND PRIZE |
| 45. | R.J.SHERBURNE, UNIVERSITY OF ILLINOIS | FIRST MEDAL AND SECOND PRIZE |
| 46. | R.E.LAMBORGHINI, UNIVERSITY OF PENNSYLVANIA | FIRST MEDAL |
| 47. | J.E.CRUME, UNIVERSITY OF ILLINOIS | FIRST MEDAL |
| 48. | J.N.SMITH, GEORGIA SCHOOL OF TECHNOLOGY | FIRST MEDAL |
| 49. | B.A.SNYDER, UNIVERSITY OF ILLINOIS | FIRST MEDAL |
| 50. | J.J.JORDAN, UNIVERSITY OF ILLINOIS | FIRST MEDAL |
| 51. | E.I.CALLAHAN, UNIVERSITY OF ILLINOIS | FIRST MEDAL |

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PERSPECTIVE



DIAGRAMMATIC LAYOUT + SUN PENETRATIONS



SOUTH ELEVATION

A NURSERY



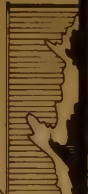
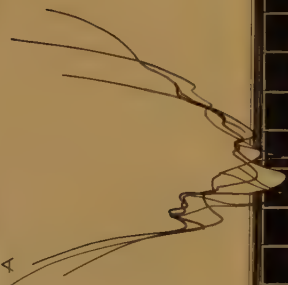
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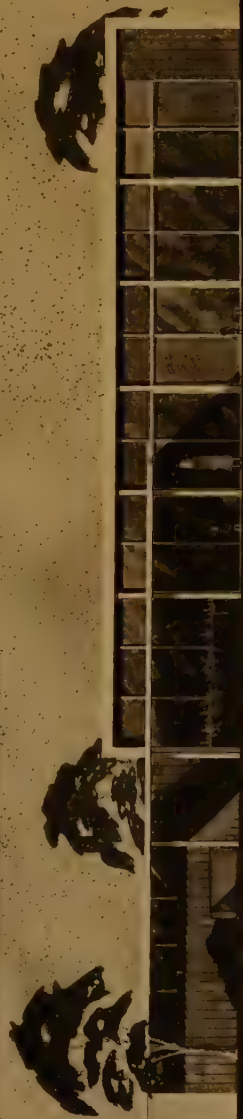
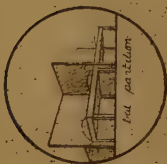
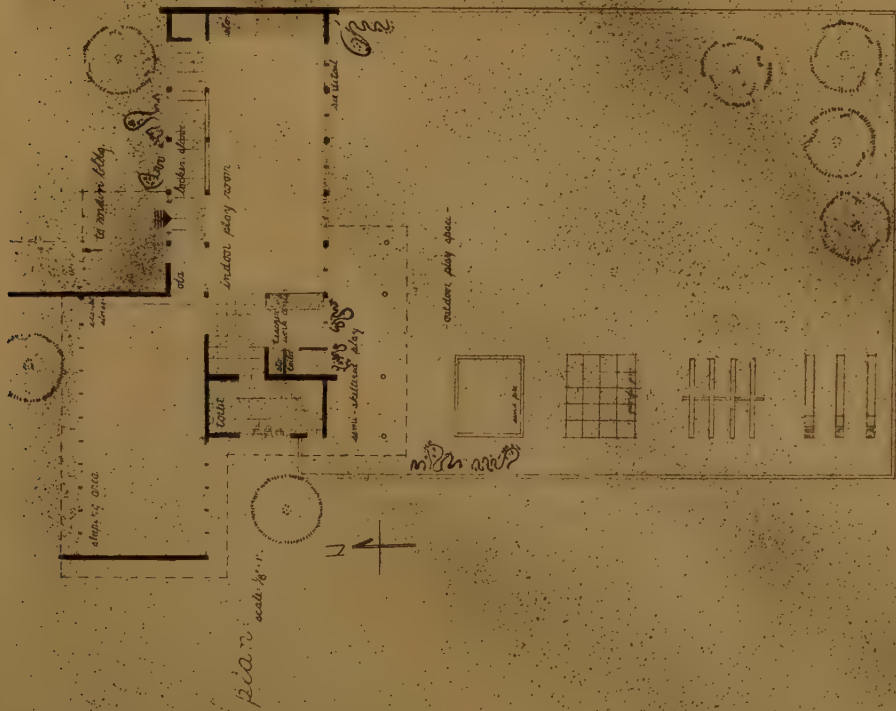
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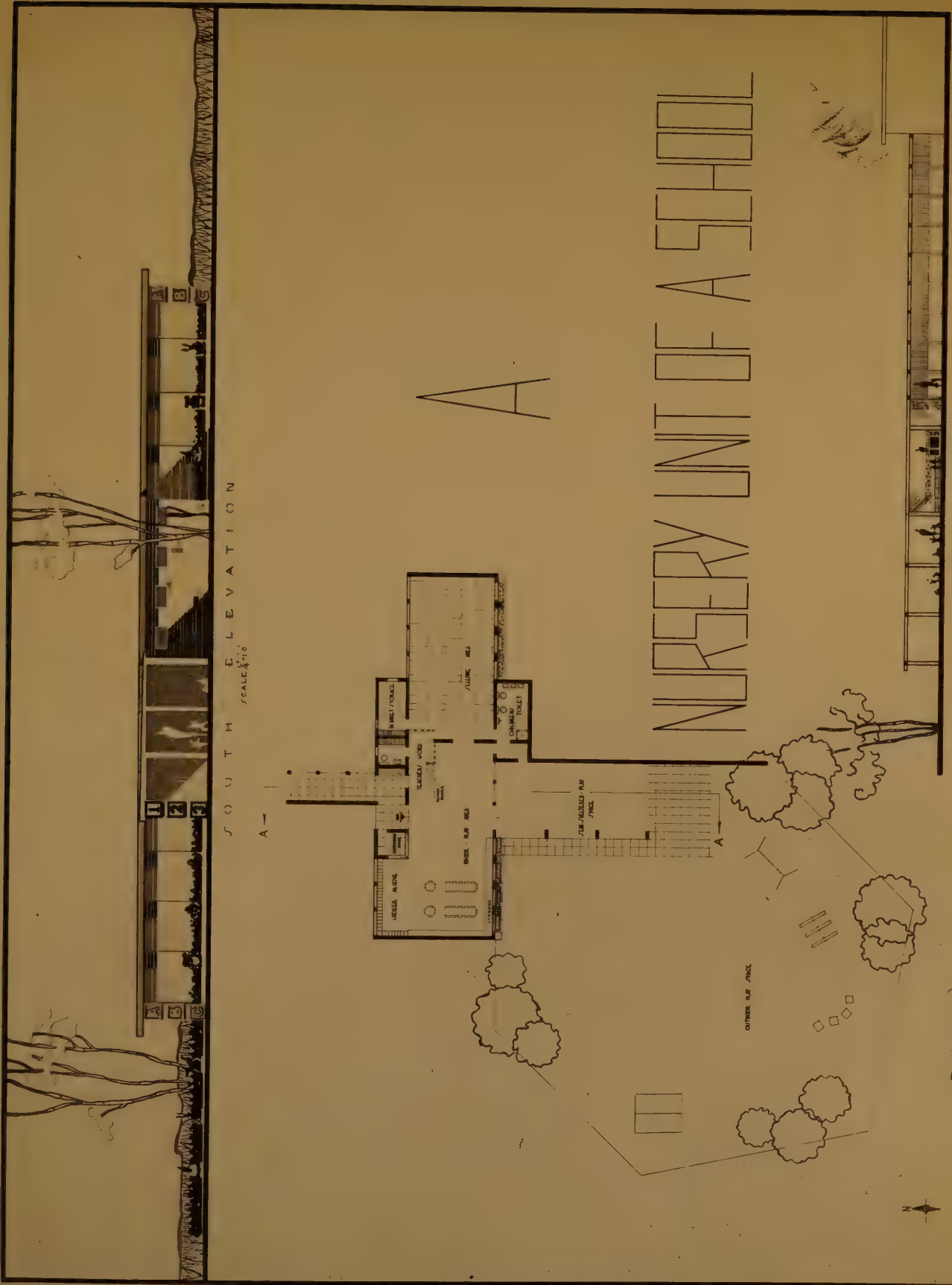
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Exterior view of the nursery unit.

A NURSERY UNIT OF A SCHOOL



SOUTH ELEVATION
SCALE 1/8" = 1'-0"

PLAN
SCALE 1/8" = 1'-0"

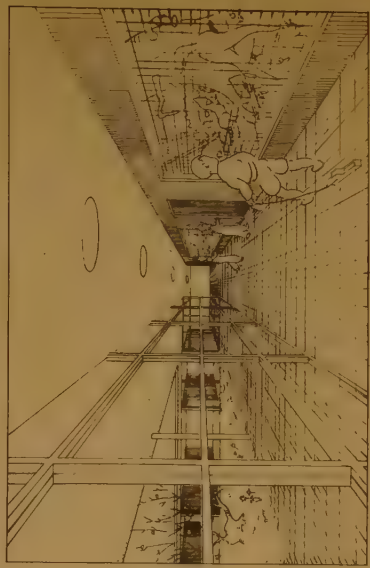
SECTION A-A
SCALE 1/8" = 1'-0"

• EDWARD H. MARTIN
• UNIVERSITY OF CHICAGO
• MAY 1915 CHICAGO
• CLASSIC PROBLEM A
• MUSEUM ARTS/CLIOX

1948-49
30

Robert M. ...
...

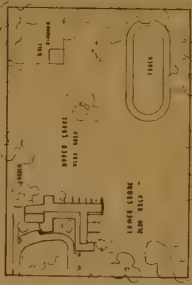
SECTION OF THE INTERIOR WALLS AND CEILING



SECTION OF THE INTERIOR WALLS AND CEILING



SECTION OF THE INTERIOR WALLS AND CEILING



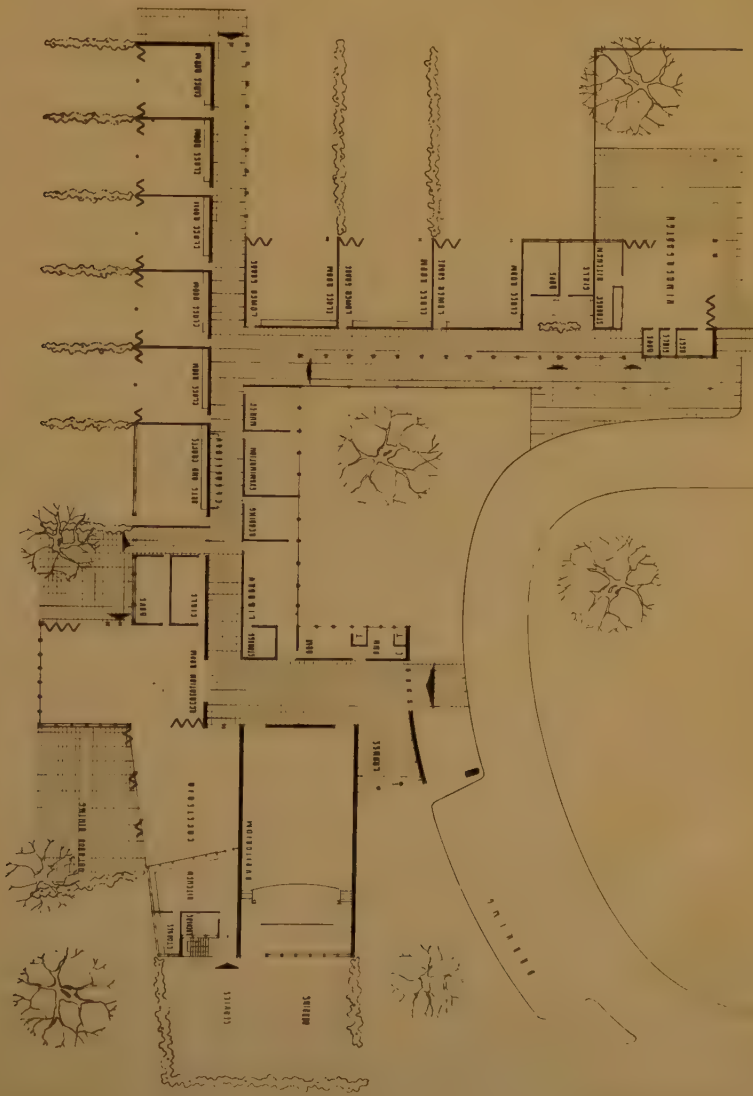
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SECTION OF THE INTERIOR WALLS AND CEILING



SECTION OF THE INTERIOR WALLS AND CEILING



THE COUNCIL OF AMERICA PRIZES

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1948-49

3

PENN STATE
CLASS B PROP II
ELEMENTARY SCHOOL
& KINDERGARTEN

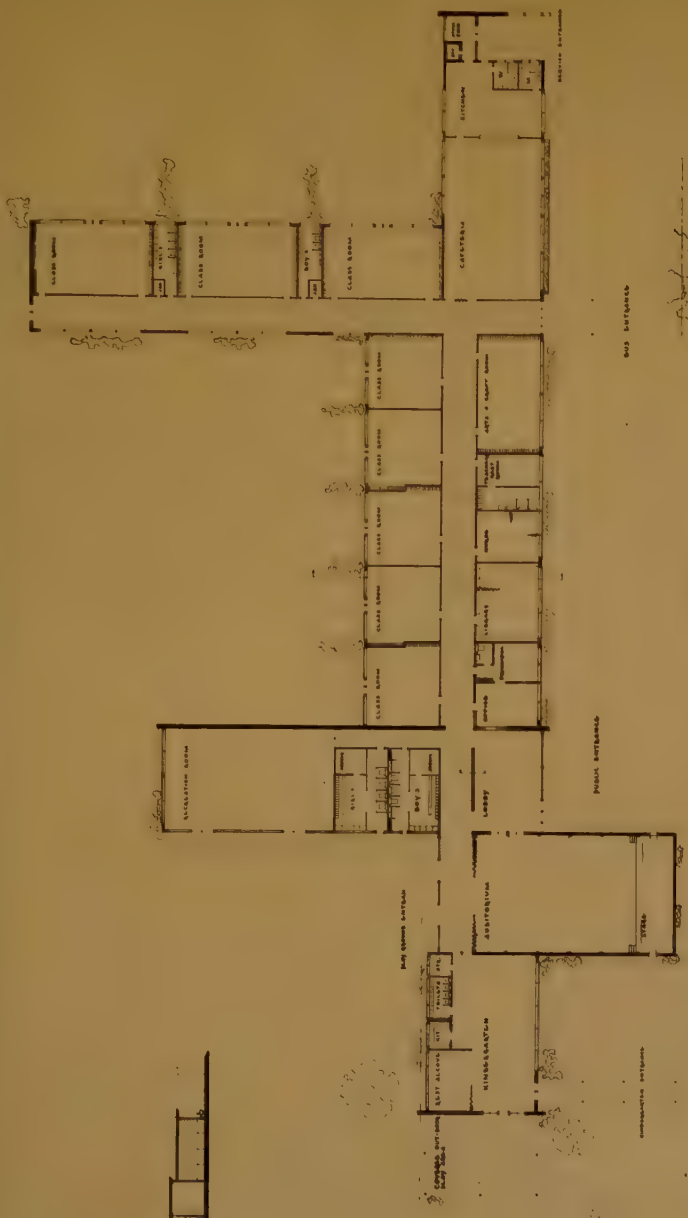
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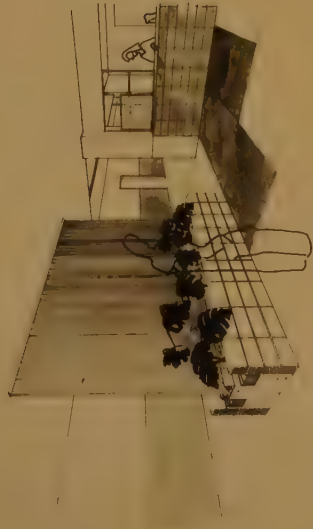


SECTION

DETAIL NOTE:
 WALL TILE - MATCO CERAMIC GLAZE
 STRUCTURAL FACING TILE SIZE
 12" x 12" x 1/2"
 GLASS PARTITION - PITTSBURGH
 CORRUGATED GLASS.



PLAN



Perspective

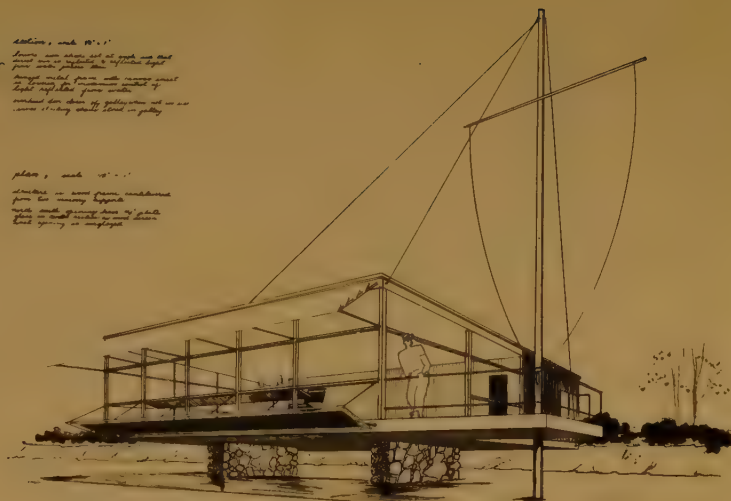


Perspective

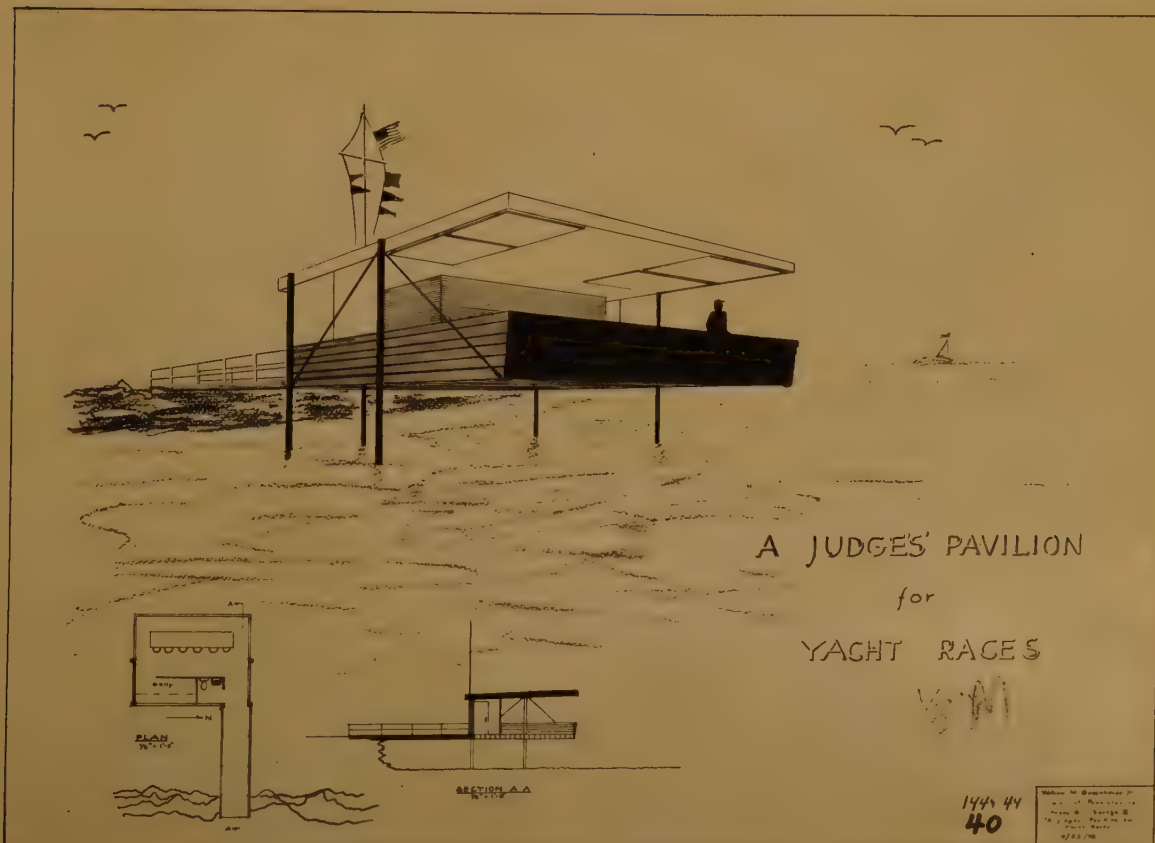
AN ELEMENTARY SCHOOL AND KINDERGARTEN

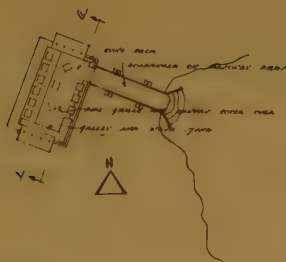
First Floor Plan
 1948-49
 38

1. A. HALLERMAN
 ARCHITECT
 2. ELEMENTARY SCHOOL
 AND KINDERGARTEN
 3. A. HALLERMAN
 ARCHITECT



1948-49
39
a project of the
University of Pennsylvania
CHARLES FISSEL





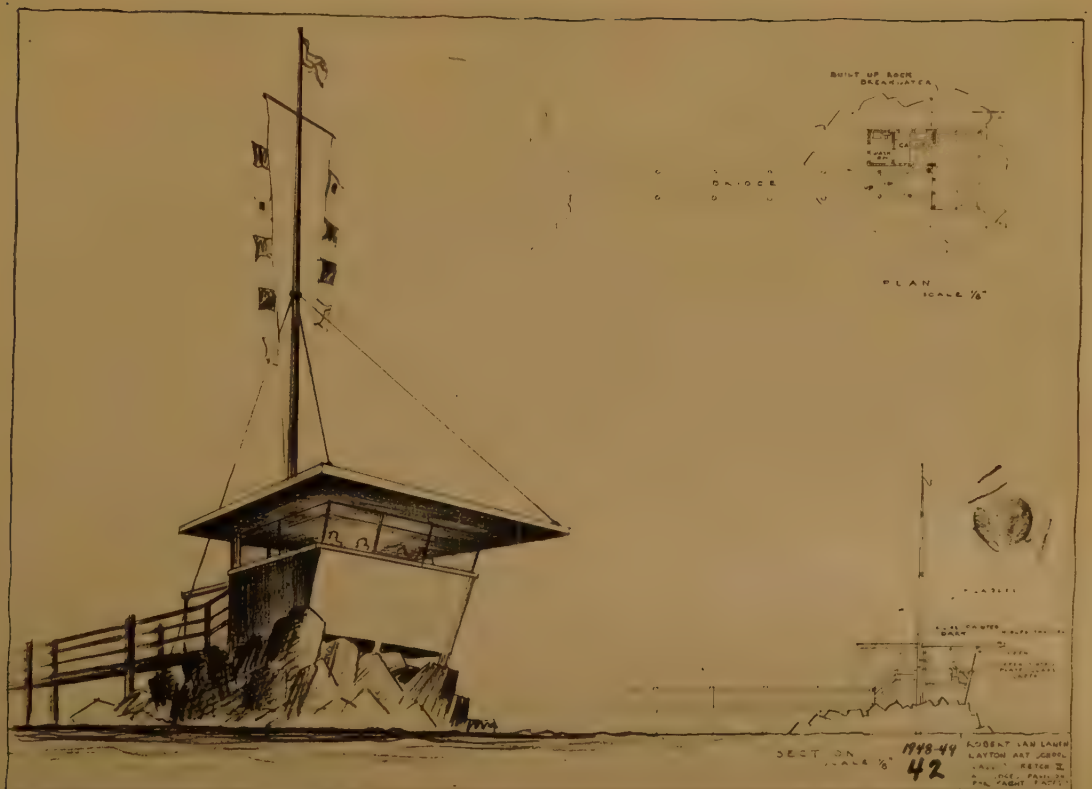
Plan
SCALE 1/8" = 1'-0"



Section A-A

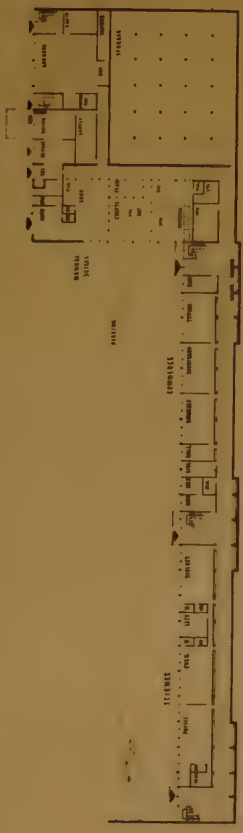


1948-49 41
D. M. SIBBARD
PRINCETON UNIVERSITY
CLASS B SUBJECT 2
"SMALL" PORTLAND-ROCK RACE



Section A-A
SCALE 1/8" = 1'-0"

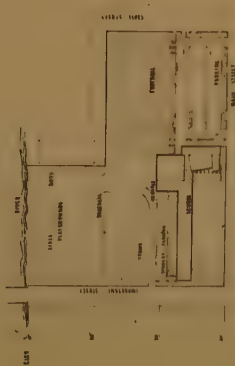
1948-49 42
ROBERT LAW LAMM
LAYTON ART JOURNAL
JULY - PETER II
THE PAULIN
THE PAULIN



REAR STAIRS HALL 10'-0" x 10'-0"



CLASS ROOM HALL 10'-0" x 10'-0"



CLASS ROOM HALL 10'-0" x 10'-0"



CLASS ROOM HALL 10'-0" x 10'-0"

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STATE UNIVERSITY

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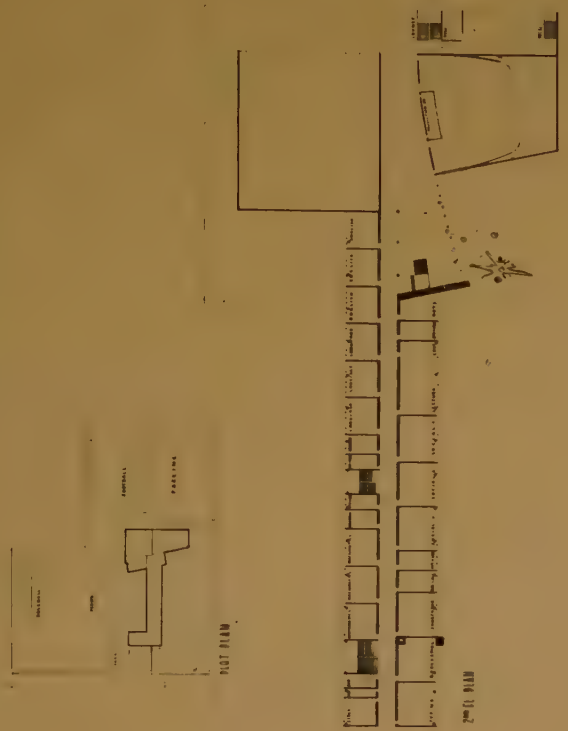
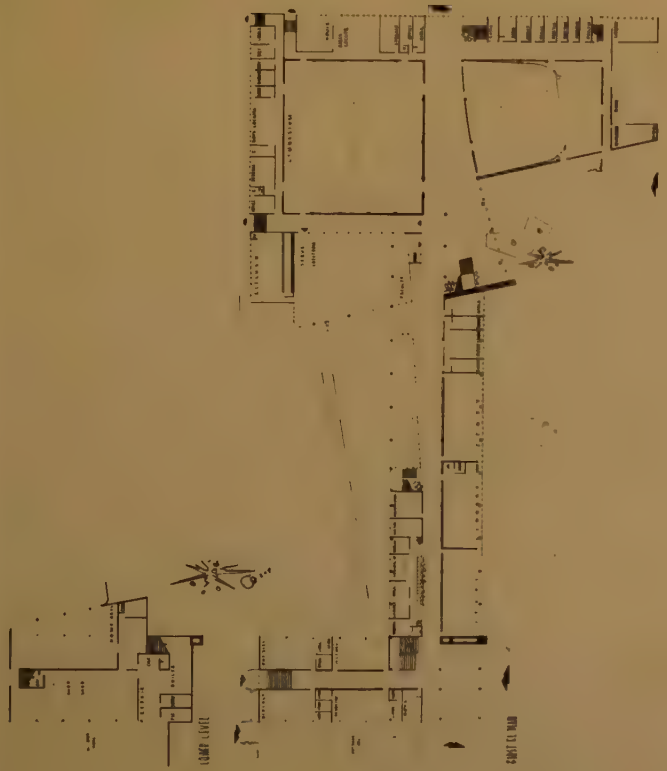
ARCHITECTURAL RECORD PRIZE

A HIGH SCHOOL FOR 750

1940-41

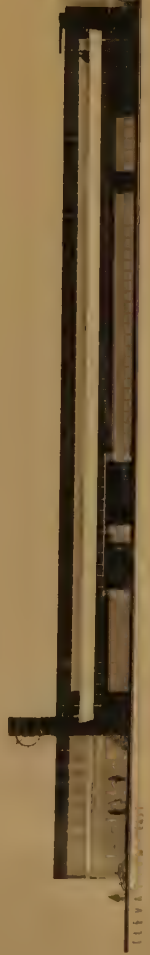
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U.S. GOVT
BUREAU OF BUILDINGS
WASHINGTON, D.C.



ARCHITECTURAL

RECORD SIZE





ELEVATION FROM WEST SIDE OF RIVER

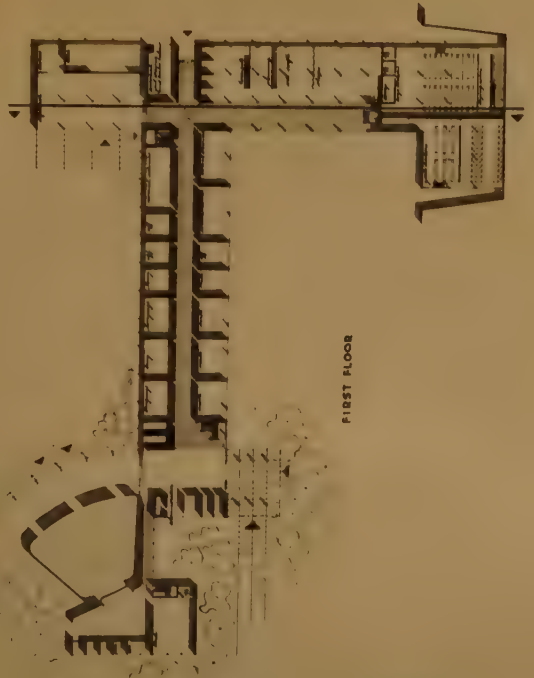


SECTION ON A-A



PLOT PLAN

ARCHITECTURAL RECORD PRIZE



FIRST FLOOR



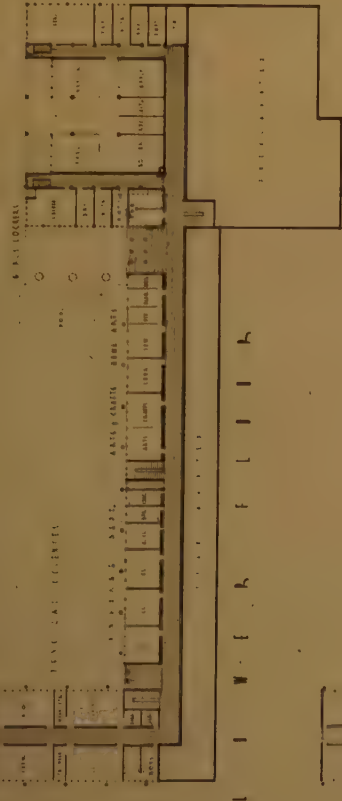
SECOND FLOOR

Model

100 FT 95 FT 11 FT

SERVICE AREA

RESEARCH LAB



PLAN



1. DATE
 2. NAME
 3. ADDRESS
 4. CITY
 5. STATE
 6. ZIP
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 8. TELETYPE
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 214. TELEMAIL
 215. TELEFAX
 216. TELEMAIL
 217. TELEFAX
 218. TELEMAIL
 219. TELEFAX
 220. TELEMAIL
 221. TELEFAX
 222. TELEMAIL
 223. TELEFAX
 224. TELEMAIL
 225. TELEFAX
 226. TELEMAIL
 227. TELEFAX
 228. TELEMAIL

This is a detailed architectural floor plan of a large, symmetrical building, likely a government or institutional structure. The plan shows a central corridor flanked by numerous rooms, each labeled with a number (e.g., 100, 101, 102, etc.). The building has a complex, multi-winged design with a central entrance area. The drawing is a black and white line drawing on a light background.

MOBILE
LOCATION - FLORIDA
MATERIAL - REINFORCED CONCRETE
ALL COMPONENTS OPEN CLASSROOMS AND
OFFICE CLASSROOMS ARE HEATED BY
GAS. MAJOR HEAT EXCHANGER
CONCRETE
ALUMINUM STUDS, SPACERS, JOISTS, JOIST
RAFTERS, AND C/W ARE COATED BY
A SPECIALTY AIR CONDITIONING UNIT.

1st FLOOR

2nd Floor

SECTION A-A

SECTION B.B 110

A technical drawing of a mechanical component, likely a pump or engine part, showing a cross-section with various labeled parts and dimensions. The drawing is oriented vertically on the page. The main body is a rectangular block with a curved internal passage. The top of the block is labeled 'A' and 'B'. The bottom of the block is labeled 'C' and 'D'. The left side of the block is labeled 'E' and 'F'. The right side of the block is labeled 'G' and 'H'. The internal passage is labeled 'I' and 'J'. The drawing is oriented vertically on the page.

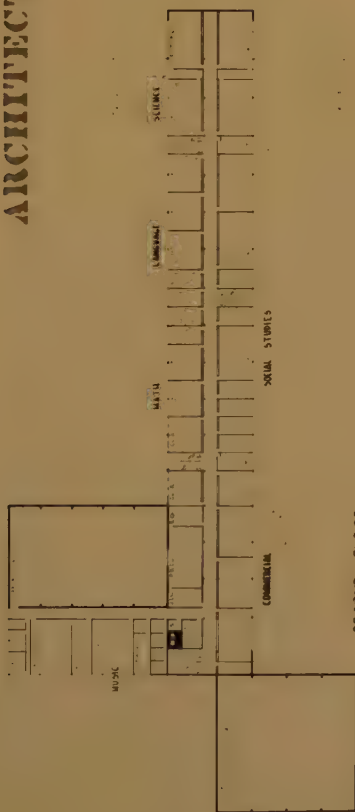
SOUTH ELEVATION

48
1948-49



MAIN ELEVATION

ARCHITECTURAL RECORD PRIZE



SECOND FLOOR



SECTION



FIRST FLOOR



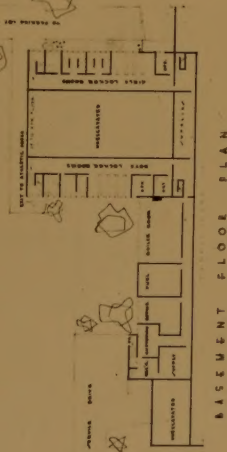
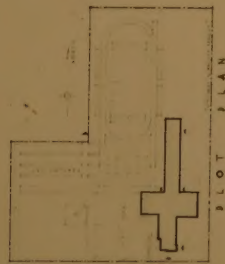
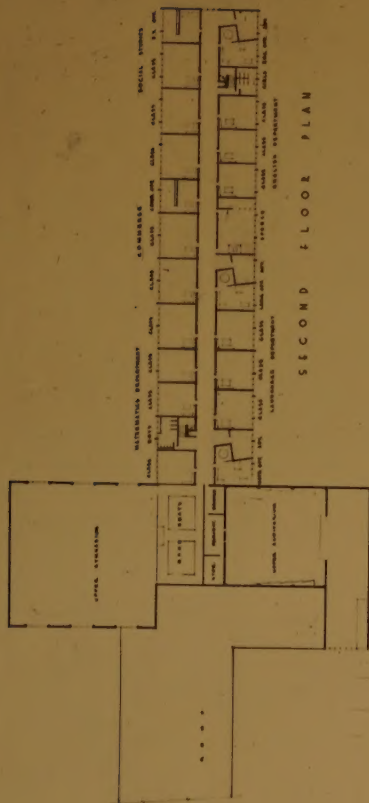
BASEMENT



PLOT

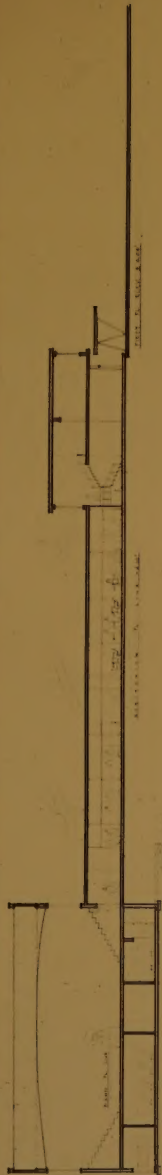
Oct Model

HIGH SCHOOL



ARCHITECTURAL RECORD PRIZE COMPETITION

at Model



SECTION A-A'

ARCHITECTURAL RECORD PRIZE A HIGH SCHOOL

